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ERIC

# research in education

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## introduction

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Subjects
Authors and investigators
Institutions

Each index entry contains the appropriate ED or EP number so that the reader can readily refer to the corresponding sequential resume number.

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July 1968 Volume 3 Number 7

# research in education

ED 016 145 - 016 876/EP 011 044 - 011 072

## contents

# document section

# document résumés

# SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where originated.

Date published.

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price—price through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

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Clearinghouse accession number.

Report Number—number assigned by originator.

Descriptors—subject terms which characterize substantive contents. Only major terms, preceded by an asterisk, are printed in the subject index.

Abstract—résumé of approximately 200 words.

Abstractor's initials.

**ED 014 154 08 EA 000 878**
*HANSEN, W. LEE WEISBROD, BURTON A.*
**SEMINAR ON THE ECONOMICS OF EDUCATION--INVESTMENT DECISIONS AND CONTRIBUTIONS TO INCOME AND ECONOMIC GROWTH. FINAL REPORT.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-6-8224
PUB DATE AUG 67
GRANT OEG-3-6-068224-0558
**EDRS PRICE MF-$1.50 HC-$14.08 350P.**

DESCRIPTORS *ECONOMIC DEVELOPMENT, *ECONOMICS, *EDUCATIONAL RESEARCH, *HUMAN CAPITAL, *INVESTMENT, COURSE CONTENT, ECONOMIC RESEARCH, GRADUATE STUDY, HUMAN RESOURCES, INCOME, MADISON, SPEECHES, STUDENT PROJECTS, STUDENT SEMINARS, WORKSHOPS,

A WORKSHOP ON THE ECONOMICS OF HUMAN RESOURCES WAS INITIATED IN 1966 AT THE UNIVERSITY OF WISCONSIN TO PROVIDE A VEHICLE FOR STIMULATING RESEARCH BY BOTH FACULTY AND GRADUATE STUDENTS AND TO PROVIDE A MEDIUM FOR DISSEMINATING THE LATEST RESEARCH FINDINGS OF OUTSIDE SCHOLARS, UNIVERSITY OF WISCONSIN FACULTY, AND GRADUATE STUDENTS. THIS DOCUMENT IS A COLLECTION OF THE WORKSHOP'S CONTENTS WHICH INCLUDES PAPERS BY NINE NOTED SPEAKERS--THOMAS FOX, "THE PRODUCTION FUNCTION OF EDUCATION," MARK BLAUG, "THE RATE OF RETURN OF INVESTMENT IN EDUCATION IN BRITAIN," T. W. SCHULTZ, "RESPONSES OF SCHOOLS AND STUDENTS TO ECONOMIC GROWTH," EDWARD F. DENISON, "EDUCATION AND ECONOMIC GROWTH IN NINE EUROPEAN COUNTRIES, 1950-65," HARRY G. JOHNSON, "THE ECONOMICS OF THE BRAIN DRAIN," SAMUEL BOWLES, "AN EDUCATIONAL PLANNING MODEL FOR NORTHERN RHODESIA," DANIEL C. ROGERS, "EDUCATION AND EARNINGS--A CASE STUDY," FINIS R. WELCH, "LABOR MARKET DISCRIMINATION--AN INTERPRETATION OF INCOME DIFFERENCES IN THE RURAL SOUTH," AND MELVIN W. REDER, "INCOMES AND MOBILITY OF DENTISTS." (HW)

**ED 016 145** 24 **AA 000 287**
*EASTON, DAVID DENNIS, JACK*
**THE DEVELOPMENT OF BASIC ATTITUDES AND VALUES TOWARDS GOVERNMENT AND CITIZENSHIP DURING THE ELEMENTARY SCHOOL YEARS. FINAL REPORT.**
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
REPORT NUMBER BR-5-0507
REPORT NUMBER CRP-1078
PUB DATE APR 68
CONTRACT OEC-SAE-9004
**EDRS PRICE MF-$1.75 HC-$17.72** 441P.
DESCRIPTORS *CHILDREN, *CONCEPT FORMATION, *CULTURAL IMAGES, *ELEMENTARY SCHOOLS, *POLITICAL SOCIALIZATION, CHANGING ATTITUDES, CHILD DEVELOPMENT, EARLY EXPERIENCE, FEDERAL GOVERNMENT, GOVERNMENT ROLE, POLICE, POLITICAL ATTITUDES, SEX DIFFERENCES, SOCIAL ATTITUDES, SOCIOECONOMIC STATUS, STATISTICAL STUDIES, URBAN AREAS,
THIS IS THE FINAL REPORT OF AN EMPIRICAL INQUIRY INTO THE WHITE, URBAN, ELEMENTARY AND JUNIOR HIGH SCHOOL CHILD'S PATTERNS OF POLITICAL SOCIALIZATION. THE EMPHASIS HAS BEEN ON THOSE COGNITIVE AND ATTITUDINAL ELEMENTS WHICH LATER PRODUCE DIFFUSE SUPPORT FOR THE POLITICAL SYSTEM. THE STUDY IS BASED ON THE RESPONSES OF 12,052 SECOND THROUGH EIGHTH GRADE CHILDREN IN WHITE, URBAN, PUBLIC SCHOOLS TO QUESTIONNAIRES ADMINISTERED DURING 1961 AND 1962. THE RESPONDENTS TO THE QUESTIONNAIRES CAME FROM 8 METROPOLITAN AREAS DISTRIBUTED AMONG 4 REGIONS OF THE UNITED STATES. THE ANALYSIS CONCENTRATED ON THE CHILD'S EARLY RECOGNITION AND EVALUATION OF POLITICAL AUTHORITY REPRESENTED BY "THE GOVERNMENT," THE PRESIDENT, SENATORS, THE SUPREME COURT, AND POLICEMEN. SOME KEY FINDINGS OF THE STUDY ARE (1) THE POLICEMAN AND THE PRESIDENT ARE PARTICULARLY IMPORTANT CONTACT POINTS FOR THE CHILD'S GROWING ACQUAINTANCE WITH GOVERNMENTAL AUTHORITY. (2) THE DISTINCTION BETWEEN PUBLIC AND PRIVATE LIFE IS RECOGNIZED QUITE EARLY. (3) PUBLIC AUTHORITY IS AT FIRST PERSONALIZED, BUT BECOMES MORE INSTITUTIONALIZED BY THE FOURTH AND FIFTH GRADES. (4) INITIALLY, POLITICAL AUTHORITY FIGURES ARE REGARDED AS BENEVOLENT, BUT THIS IDEALIZATION GRADUALLY DECLINES. (5) THERE IS A SLIGHT RELATIONSHIP BETWEEN THE ABOVE EFFECTS AND INDEPENDENT VARIABLES SUCH AS SEX AND SOCIOECONOMIC STATUS. (DR)

**ED 016 146** **AA 000 288**
*LAFFEY, JAMES L.*
**REPORTS ON READING AND THE DISADVANTAGED--SECONDARY LEVEL.**
INDIANA UNIV., BLOOMINGTON, ERIC CH. ON READING
REPORT NUMBER ERIC-CRIER-VOL-1-BIBLIOGR-8
PUB DATE MAY 68
**EDRS PRICE MF-$0.50 HC-$3.48** 85P.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *CULTURALLY DISADVANTAGED, *EDUCATIONAL PROGRAMS, *READING PROGRAMS, *RESEARCH REVIEWS,
THIS BIBLIOGRAPHY PRESENTS THE ABSTRACTS OF 121 PROJECTS AND REPORTS RELATED TO EDUCATIONAL PROGRAMS FOR THE DISADVANTAGED WHICH WERE SELECTED FROM THE "EDUCATOR'S COMPLETE ERIC HANDBOOK." A VARIETY OF AREAS IS COVERED INCLUDING GENERAL DESCRIPTIONS, CURRICULUM GUIDES, MATERIALS, IMPLEMENTATION, ASSUMPTIONS, EVALUATION, AND GENERAL DISCUSSIONS OF ISSUES. EACH ENTRY INCLUDES CITATION DATA, INDEX TERMS, AND A DESCRIPTIVE ABSTRACT OF THE DOCUMENT. THE MAJORITY OF THE REPORTS HAS EMERGED FROM THE EXPERIENCE OF 23 MAJOR SCHOOL DISTRICTS IN THE GREAT CITIES PROGRAM. ALL DOCUMENTS REPORTED ARE AVAILABLE FROM NATIONAL CASH REGISTER, ERIC DOCUMENT REPRODUCTION SERVICE, 4936 FAIRMONT AVENUE, BETHESDA, MARYLAND 20014. COMPLETE INFORMATION ON MICROFICHE AND HARD COPY PRICES IS INCLUDED WITH EACH DOCUMENT ALONG WITH THE ED NUMBER NECESSARY FOR ORDERING THE DOCUMENT. (AUTHOR)

**ED 016 147** **AC 001 513**
*SANTESSON, STURE STAF, KARL-RUNE*
**SWEMETAL--TRAINING - OUTPUT - PRODUCTIVITY.**
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INDUSTRIAL TRAINING, *INSTRUCTIONAL MATERIALS, *METAL TRADES, *TRADE AND INDUSTRIAL TEACHERS, COURSES, CURRICULUM GUIDES, EDUCATIONAL COORDINATION, INSTRUCTION AIDS, JOB ANALYSIS, JOB TRAINING, RESIDENTIAL PROGRAMS, SWEDISH METAL TRADES EMPLOYERS ASSOCIATION,
TO RATIONALIZE AND COORDINATE TRAINING THROUGHOUT THE METAL TRADES SECTOR IN SWEDEN, THE SWEDISH METAL TRADES EMPLOYERS ASSOCIATION (SVF) SET UP A TRAINING DEPARTMENT IN 1958. JOBS ARE ANALYZED AT WORKPLACES BY CONSULTANTS, PLANS ARE APPROVED BY AN SVF TRAINING COMMITTEE DRAWN FROM INDUSTRIES, AND THEN INSTRUCTIONAL MATERIALS AND INSTRUCTOR TRAINING PROGRAMS ARE DEVELOPED BY THE DEPARTMENT. INSTRUCTORS TAKE EIGHT WEEKS OF RESIDENTIAL COURSES INTERSPERSED WITH PRACTICE TEACHING AND SUPERVISED HOME STUDY. SYLLABUSES OUTLINE THE COURSES FOR TRAINEES, LIST EQUIPMENT REQUIRED, AND INCLUDE DETAILED INSTRUCTION SHEETS INDICATING SEQUENCES OPERATIONS TO BE LEARNED. DOCUMENTS ARE CONSTRUCTED ON BUILDING-BLOCKS AND KEY POINTS PRINCIPLES AND ARE WELL TESTED BEFORE RELEASE. SVF MATERIALS ARE USED BY TRAINEES IN PUBLIC, PRIVATE, AND COMPANY SCHOOLS AND THIS HOMOGENEOUS TRAINING ASSURES GRADUATES THEY WILL BE RECOGNIZED AS MASTERS OF THEIR TRADE BY THEIR FUTURE EMPLOYERS AND UNIONS. ALL AIDS ARE DEVELOPED FOR EASY ADAPTATION FOR DENMARK, FINLAND, AND NORWAY. TRANSLATED INTO ENGLISH, THEY ARE KNOWN AS SWEMETAL TRAINING AIDS AND ARE IN STEADY DEMAND IN MANY COUNTIRES, BUILDING INTERNATIONAL HARMONIZATION OF PRACTICES IN VOCATIONAL TRAINING AT SHOPFLOOR LEVEL. (DIAGRAMS AND SAMPLE INSTRUCTIONAL AIDS ARE SHOWN.) THIS ARTICLE APPEARED IN CIRF TRAINING FOR PROGRESS, VOLUME 5, NUMBER 2-3, L966. (RT)

**ED 016 148** 24 **AC 001 649**
*GROTELUESCHEN, ARDEN*
**DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING TASKS.**
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER BR-6-2447
PUB DATE OCT 67
GRANT OEG-1-7-002447-2042
**EDRS PRICE MF-$1.00 HC-$10.24** 254P.
DESCRIPTORS *ADULT LEARNING, *INTELLIGENCE LEVEL, *NUMBER CONCEPTS, *PAIRED ASSOCIATE LEARNING, *SEQUENTIAL APPROACH, COGNITIVE PROCESSES, EFFECTIVE TEACHING, INTELLIGENCE, LEARNING THEORIES, MATHEMATICS, NUMBER SYSTEMS, PROGRAMED INSTRUCTION, PROGRAMED TEXTS, SEQUENTIAL LEARNING, SEX DIFFERENCES, TASK PERFORMANCE, TEACHING MACHINES, TEXTBOOK CONTENT, TIME FACTORS (LEARNING),
AN ATTEMPT WAS MADE TO ASSESS THE EFFECTS ON ADULT LEARNING OF DIFFERENTIALLY STRUCTURED INTRODUCTORY COGNITIVE LEARNING TASKS AND MATERIALS, AND THE INTERACTION OF INTELLIGENCE WITH THE EXPERIMENTALLY MANIPULATED MATERIAL AND TASK CATEGORIES. ABOUT 96 ADULTS WHO WERE UNFAMILIAR WITH THE CONCEPT OF NUMBER BASES WERE CLASSIFIED ACCORDING TO A 4X3X4 FACTORIAL DESIGN. DURING INDIVIDUAL SESSIONS, THE LEARNER, CLASSIFIED BY INTELLIGENCE LEVEL, WAS GIVEN A PROGRAMED BOOKLET ON ONE OF FOUR STRUCTURAL LEARNING MATERIALS RANDOMLY ASSIGNED. UPON COMPLETION, THE LEARNER WAS GIVEN A LEARNING TASK, BY TEACHING MACHINE, UNDER AN EXPERIMENTAL CONDITION CONSISTING OF THREE DIFFERENTIALLY SEQUENCED SETS OF PAIRED ASSOCIATES, CORRESPONDING TO NUMBERS IN THE BASE FOUR NUMBER SYSTEM. THE NUMBER OF TRAILS REQUIRED, TOTAL ERRORS, AND POSTTEST SCORES SERVED AS MEASURES OF THE EFFECTIVENESS OF THE EXPERIMENTAL CONDITIONS. INTELLIGENCE WAS POSITIVELY RELATED TO TASK PERFORMANCE, COMPLETE TASK SEQUENCING LED TO MORE RAPID LEARNING THAN DID PARTIAL SEQUENCING, INTRODUCTORY MATERIALS WERE ESPECIALLY USEFUL WITH THE MORE INTELLIGENT ADULTS, COMPLETELY SEQUENCED LEARNING TASKS WERE EVIDENTLY MOST BENEFICIAL WITH THE LESS INTELLIGENT ADULTS, AND MEN CONSISTENTLY OUTPERFORMED WOMEN, PARTICULARLY IN APPLYING NUMBER BASE PRINCIPLES. (LY)

**ED 016 149** **AC 001 750**
*BENNE, KENNETH D.*
**THE RE-EDUCATION OF PERSONS IN THEIR HUMAN RELATIONSHIPS.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *EDUCATIONAL PHILOSOPHY, *INTERPERSONAL RELATIONSHIP, *SOCIAL PROBLEMS, CONFLICT RESOLUTION, CULTURAL ENVIRONMENT, VALUES,
SINCE MAN IS BOTH A COMMUNITY ANIMAL AND AT LEAST POTENTIALLY A RATIONAL ANIMAL, EDUCATORS SHOULD USE A HUMAN RELATIONS APPROACH WHICH TREATS THE PROBLEMS OF COMMUNITY LIFE AND OF RATIONALITY AND IRRATIONALITY TOGETHER. THEY MUST

ATTEMPT TO REALIZE EFFECTIVE COMMUNICATION ACROSS BARRIERS OF NATIONALITY, CLASS, AND SPECIALIZATION AND TO CONNECT RESOURCES WITH PRACTICAL LIFE. THEY MUST BUILD GROUPS WITH MEMBERSHIP DRAWN ACROSS MAJOR LINES OF DIVISIONS IN SOCIETY. THEY MUST ENGAGE IN COOPERATIVE INQUIRY INTO AREAS OF EXPERIENCE WHICH ARE CONFUSED AND PROBLEMATIC. CROSS-CULTURAL GROUPS MUST DEVELOP STANDARDS SUPPORTING INDIVIDUAL VARIETY AS A RESOURCE. LOCAL COMMUNITY LIFE MUST BE PLANNED AND REPLANNED IN RELATION TO CHANGING PATTERNS OF PRODUCTION, COMMUNICATION, AND SOCIAL CONTROL. THIS DOCUMENT IS INCLUDED IN EDUCATION FOR TRAGEDY, BY KENNETH D. BEENE, WHICH IS AVAILABLE FROM THE UNIVERSITY OF KENTUCKY PRESS, LEXINGTON. IT ALSO APPEARED IN ADULT EDUCATION, VOLUME 8, NUMBER 3, SPRING 1958. (RT)

**ED 016 150** AC 001 751
*BENNE, KENNETH D.*
**POLARIZATION TO PARADOX.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *AUTHORITY, *GROUP BEHAVIOR, *INTERPERSONAL COMPETENCE, *LABORATORY TRAINING, *T GROUPS, CONFLICT RESOLUTION, EVALUATION, GROUP STRUCTURE, LEADERSHIP STYLES, PERSONAL GROWTH, TRAINERS,
THE T-GROUP IS DESIGNED TO SUPPORT MEMBERS IN REEDUCATING THEMSELVES TOWARD IMPROVED SKILL IN HUMAN RELATIONS. MEMBERS ARE ASKED TO DEVELOP THEIR GROUP TOWARD CONSENSUS WHICH WILL SUPPORT THE PERSONAL GROWTH AND LEARNING OF EACH MEMBER, AND THEN, THROUGH ANALYSIS, EVALUATE HUMAN EVENTS THAT OCCUR IN THIS PROCESS OF DEVELOPMENT. THE TRAINER DENIES THE ROLE OF AUTHORITY AND TRIES ONLY TO HELP THE GROUP ORGANIZE, CONDUCT, AND EVALUATE THEIR OWN PROJECTS. SOCIOLOGICAL ASPECTS OBSERVED ARE (1) THE DIFFICULTY IN INTEGRATING GOALS IN THE ABSENCE OF EXTERNALLY ASSIGNED TASKS, (2) THE TENSION CREATED BY COMPETING AUTHORITIES DURING CRISES IN THE GROUP LIFE, AND (3) CLARIFICATION OF THE GROUP'S OWN EXPERIENCES. SOME POLARIZATION (DIVISION INTO OPPOSING FACTIONS) TAKES PLACE OVER SUCH MATTERS AS GOALS. FURTHER EXPERIENCE TENDS TO CONVERT THE POLARIZATION INTO A PARADOX, WHICH CAN BE HANDLED CREATIVELY, BUILDING AGREEMENT. THIS DOCUMENT IS INCLUDED IN EDUCATION FOR TRAGEDY BY KENNETH D. BENNE WHICH IS AVAILABLE FROM THE UNIVERSITY OF KENTUCKY PRESS, LEXINGTON. IT ALSO APPEARED IN T GROUP THEORY AND LABORATORY METHOD, BY LELAND P. BRADFORD AND OTHERS. WILEY, NEW YORK, N.Y., 1964. (RT)

**ED 016 151** AC 001 769
*ABELL, HELEN C.*
**FARM RADIO FORUM PROJECT-GHANA, 1964-65.**
GUELPH UNIV. (ONTARIO), ONTARIO AGRICULTURAL COLL.
PUB DATE JUL 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *EDUCATIONAL RADIO, *INFORMATION DISSEMINATION, *LISTENING GROUPS, *RURAL EDUCATION, *SELF HELP PROGRAMS, ATTENDANCE, CANADA, CHANGING ATTITUDES, COMMUNICATION SKILLS, FARM RADIO FORUM, FARMERS, GHANA, GOVERNMENT ROLE, LITERACY, MOTIVATION, PARTICIPANT CHARACTERISTICS, PILOT PROJECTS, PROGRAM EVALUATION, QUESTIONNAIRES, REGIONAL COOPERATION, RURAL ENVIRONMENT, SOCIAL FACTORS, UNESCO,
IN 1964-65 THE GOVERNMENT OF GHANA, IN COOPERATION WITH UNESCO AND THE GOVERNMENT OF CANADA, CARRIED ON THE FARM RADIO FORUM PILOT PROJECT IN 80 VILLAGES IN GHANA TO TRANSMIT INFORMATION AND STIMULATE RURAL SELF-HELP ACTIVITIES. IN 20 VILLAGES ONE FORUM LISTENING GROUP WAS ORGANIZED, 20 VILLAGES HAD TWO LISTENING GROUPS, 20 CONTROL VILLAGES WERE SUPPLIED WITH RADIOS BUT NO LISTENING GROUPS WERE FORMED, AND 20 HAD NO RADIOS AND NO LISTENING GROUPS. THROUGH PRE- AND POST-BROADCAST QUESTIONNAIRES, IT WAS FOUND THAT THE LISTENING GROUPS CONTRIBUTED TO VILLAGERS' COMPREHENSION OF SUCH SUBJECTS AS INTER-VILLAGE COOPERATION, FORMATION OF COOPERATIVES, AND FOOD NUTRITION. IT WAS RECOMMENDED THAT ONLY ONE LISTENING GROUP PER VILLAGE BE FORMED IN THE FUTURE, AND THAT THIS GROUP BE REPRESENTATIVE OF THE SEX, EDUCATIONAL LEVEL, AND OCCUPATIONS OF THE ADULT POPULATION, THAT MODIFIED LISTENING GROUPS BE ORGANIZED IN SMALL OR REMOTE VILLAGES WHERE THERE IS NO RESIDENT LITERATE ADULT TO SERVE AS GROUP SECRETARY, AND THAT A POLICY-MAKING STEERING COMMITTEE, REPRESENTATIVE OF GOVERNMENT MINISTRIES AND ORGANIZATIONS CONCERNED WITH RURAL LIFE, BE FORMED TO GUIDE FUTURE FORUM ACTIVITIES. (APPENDIXES INCLUDE QUESTIONNAIRES USED.) THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF GUELPH, GUELPH, ONTARIO. 179 PAGES. (AJ)

**ED 016 152** AC 001 780
*FRIEDRICH, RICHARD L.*
**CIVIC LEADERSHIP DEVELOPMENT. FINAL REPORT AND EVALUATION OF GRANT 66 - 1 - 1 UNDER PUBLIC LAW 89-329, TITLE I.**
BELLARMINE COLL., LOUISVILLE, KY.
PUB DATE 15 MAY 67
GRANT OEG-66-1-1
**EDRS PRICE MF-$0.25 HC-$1.32 31P.**
DESCRIPTORS *CITIZENSHIP RESPONSIBILITY, *ECONOMICALLY DISADVANTAGED, *INNER CITY, *LEADERSHIP TRAINING, *UNIVERSITY EXTENSION, BUDGETS, CITIZENSHIP, COMMUNITY PROBLEMS, FEDERAL LEGISLATION, FINANCIAL SUPPORT, KENTUCKY, PARTICIPANT CHARACTERISTICS, PROGRAM EVALUATION, UNITS OF STUDY (SUBJECT FIELDS), URBAN EXTENSION,
EXPERIENCE HAS SHOWN THAT MOST PROBLEMS RELATING TO CIVIC LEADERSHIP STEM FROM INADEQUATE UNDERSTANDING OF CIVIC RESPONSIBILITY AMONG LESS AFFLUENT CITIZENS AND FROM THE LACK OF MEANS TO PROJECT CIVIC PRIDE AND LEADERSHIP. IN A PROGRAM FUNDED BY A FEDERAL GRANT, BELLARMINE COLLEGE BROUGHT ITS RESOURCES TO BEAR ON THIS PROBLEM BY ESTABLISHING IN THE WEST END OF LOUISVILLE, KENTUCKY, FOUR SEQUENTIAL COURSES--CIVIC RESPONSIBILITY AND PARLIAMENTARY LAW AND PROCEDURES (FALL 1966) AND GROUP EMOTIONAL ADJUSTMENT AND SPEECH DYNAMICS (SPRING 1967). PARTICIPANTS WERE 41 SELECTED CITIZENS, BETWEEN THE AGES OF 30 AND 50, WITH A BLUE COLLAR VOCATIONAL BACKGROUND. THE COURSES WERE GIVEN IN A SCHOOL CONVENIENTLY LOCATED IN THE HEART OF THE WEST END, AN AREA OF RAPID SOCIOECONOMIC CHANGE IN GREAT NEED OF LOCAL LEADERSHIP. OF THE ORIGINAL GROUP, 31 COMPLETED THE COURSE. COURSE CONTENT, FACILITIES, INSTRUCTION, AND STUDENT RAPPORT WERE RATED AS GOOD TO EXCELLENT AND THE OVERALL PROGRAM WAS JUDGED EFFECTIVE. (THE DOCUMENT INCLUDES THE PROGRAM BUDGET, QUESTIONNAIRE RESPONSES CITING WEST END PROBLEMS, AND APPENDIXES.) (LY)

**ED 016 153** AC 001 823
*CRAIG, ROBERT L. BITTEL, LESTER R., EDS.*
**TRAINING AND DEVELOPMENT HANDBOOK.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INDUSTRIAL TRAINING, *JOB TRAINING, *MANAGEMENT DEVELOPMENT, *TRAINERS, *TRAINING TECHNIQUES, BUDGETING, CONFERENCES, CONSULTANTS, CORRESPONDENCE STUDY, EVALUATION, HISTORICAL REVIEWS, INDEPENDENT READING, LABORATORY TRAINING, LEARNING PROCESSES, LECTURE, LEGAL PROBLEMS, MANAGEMENT GAMES, PERSONNEL SELECTION, PHYSICAL FACILITIES, PROGRAM PLANNING, PROGRAMED INSTRUCTION, RECORDS (FORMS), ROLE PLAYING, SCIENTIFIC PERSONNEL, SIMULATORS, SUPERVISORY TRAINING, TESTING, UNIVERSITIES, VOCATIONAL EDUCATION,
TO PROVIDE A BROAD REFERENCE SOURCE, FROM THE VIEWPOINT OF THE EMPLOYER ORGANIZATION, FOR THOSE RESPONSIBLE FOR DEVELOPING HUMAN RESOURCES IN ANY ORGANIZATION, THIS HANDBOOK INCLUDES MATERIALS FOR THE SOPHISTICATED MANAGER OF A LARGE TRAINING STAFF AS WELL AS THE FUNDAMENTALS OF TRAINING FOR THE BEGINNING OR PART-TIME TRAINER. THE LEVELS OF TRAINING COVERED RANGE FROM APPRENTICES TO TOP EXECUTIVES. CHAPTERS ARE--THE EVOLUTION OF TRAINING, DETERMINING TRAINING NEEDS, THE LEARNING PROCESS, TESTING FOR TRAINING AND DEVELOPMENT, EVALUATION OF TRAINING, JOB INSTRUCTION, COACHING, THE LECTURE, CONFERENCE METHODS, CASE METHOD, ROLE PLAYING, PROGRAMED INSTRUCTION, HUMAN RELATIONS LABORATORY TRAINING, MANAGEMENT GAMES, RELATED READING, CORRESPONDENCE STUDY, TRAINING AIDS, SUPERVISOR DEVELOPMENT, MANAGEMENT DEVELOPMENT, VOCATIONAL AND TECHNICAL EDUCATION, TRAINING FACILITIES, USE OF CONSULTANTS, UNIVERSITIES AND THEIR EXTENSIONS, SPECIAL PROGRAMS, SCIENTIFIC AND TECHNICAL PERSONNEL DEVELOPMENT, ORGANIZATION OF TRAINING, SELECTING AND ORGANIZING THE TRAINING STAFF, TRAINER EDUCATION AND TRAINING, PLANNING AND SCHEDULING, BUDGETING AND CONTROLLING TRAINING COSTS, TRAINING RECORDS AND INFORMATION SYSTEMS, AND LEGAL ASPECTS OF TRAINING. THIS DOCUMENT IS AVAILA-

BLE FROM MCGRAW-HILL BOOK COMPANY, NEW YORK. (AJ)

**ED 016 154** AC 001 831
**PUBLIC SCHOOL ADULT EDUCATION, NUMBER 1. CURRENT INFORMATION SOURCES, NUMBER 9.**
SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT
NATIONAL ASSN. FOR PUBLIC SCHOOL ADULT EDUC.
PUB DATE JAN 68
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *ADULT BASIC EDUCATION, *ADULT EDUCATION PROGRAM, *ANNOTATED BIBLIOGRAPHIES, *PUBLIC SCHOOL ADULT EDUCATION, *SECONDARY EDUCATION, ADULT VOCATIONAL EDUCATION, ATTENDANCE PATTERNS, CORRESPONDENCE STUDY, DIRECTORIES, DISTRIBUTIVE EDUCATION, EDUCATIONAL FINANCE, PART TIME TEACHERS, PARTICIPANT CHARACTERISTICS, WOMENS EDUCATION,
THE ANNOTATED BIBLIOGRAPHY IS A JOINT PUBLICATION OF THE ERIC CLEARINGHOUSE ON ADULT EDUCATION AT SYRACUSE UNIVERSITY AND THE ADULT EDUCATION CLEARINGHOUSE OF THE NATIONAL ASSOCIATION FOR PUBLIC SCHOOL ADULT EDUCATION. DOCUMENTS CONCERNED WITH TRAINING AND RETRAINING OF ADULTS AND OUT OF SCHOOL YOUTH IN THE AREA OF ADULT BASIC AND SECONDARY EDUCATION ARE CITED, MOST OF THEM PROVIDED WITH ABSTRACTS. THE MAJORITY ARE DATED 1966 OR 1967. (PT)

**ED 016 155** AC 001 834
*STEVENS, GLENN Z.*
**AGRICULTURAL EDUCATION.**
CENTER FOR APPLIED RESEARCH IN EDUC. INC.
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *AGRICULTURAL EDUCATION, *CURRICULUM, *EDUCATIONAL RESOURCES, ADULT FARMER EDUCATION, AGRICULTURAL TECHNICIANS, EDUCATIONAL LEGISLATION, EVALUATION, FARM MANAGEMENT, FEDERAL STATE RELATIONSHIP, GUIDANCE SERVICES, HIGH SCHOOL STUDENTS, INDIVIDUAL INSTRUCTION, OFF FARM AGRICULTURAL OCCUPATIONS, ON THE JOB TRAINING, RESEARCH, SCHOOL DISTRICTS, TEACHER EDUCATION,
FEDERAL LEGISLATION HAS PROVIDED FOR PUBLIC PROGRAMS OF OCCUPATIONAL AGRICULTURE EDUCATION IN LAND GRANT COLLEGES AND UNIVERSITIES, LOCAL SCHOOL DISTRICTS, AND MANPOWER DEVELOPMENT PROGRAMS. PROGRAM OBJECTIVES SHOULD BE TO DEVELOP KNOWLEDGE AND SKILLS, PROVIDE OCCUPATIONAL GUIDANCE AND PLACEMENT, AND DEVELOP ABILITIES IN HUMAN RELATIONS AND LEADERSHIP. THE CURRICULUM INCLUDES GENERAL EDUCATION AND AGRICULTURAL SUBJECTS IN FARMING, RANCHING, AGRICULTURAL SUPPLIES, MECHANICS, PRODUCTS, ORNAMENTAL HORTICULTURE, FORESTRY, AND AGRICULTURAL RESOURCES. VOCATIONAL EDUCATION IN AGRICULTURE IS AN ELECTIVE AREA IN HIGH SCHOOL IN WHICH EDUCATIONAL AND OCCUPATIONAL GUIDANCE ARE PROVIDED BY THE AGRICULTURAL TEACHER. INDIVIDUAL INSTRUCTION IS AN IMPORTANT ASPECT IN HIGH SCHOOL AND ADULT PROGRAMS WHICH COMBINE ON THE JOB INSTRUCTION AND CLASS ATTENDANCE IN FARM MANAGEMENT AND TECHNICIAN EDUCATION. AMONG RESOURCES FOR THE TEACHER ARE FARMERS, MANAGERS, AND EMPLOYERS IN OFF FARM AGRICULTURAL BUSINESS AND INDUSTRIES. ADMINISTRATION AND SUPERVISION OF PROGRAMS ORIGINATES AT THE FEDERAL LEVEL, AND EXTENDS TO THE STATE AND COUNTY LEVELS WITH THE LOCAL SCHOOL DISTRICT AS THE MOST FREQUENT ADMINISTRATOR. (DISCUSSION OF TEACHER EDUCATION, RESEARCH, AND EVALUATION IS INCLUDED.) THIS DOCUMENT IS AVAILABLE FROM THE CENTER FOR APPLIED RESEARCH IN EDUCATION, INC., 70 FIFTH AVENUE, NEW YORK, N.Y. 10011. 120 PAGES. (PT)

**ED 016 156** 24 AC 001 838
*SMITH, EDWIN H. GEESLIN, ROBERT H.*
**A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. FINAL REPORT.**
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER BR-6-8675
PUB DATE NOV 67
GRANT OEG-2-7-068657-1651
**EDRS PRICE MF-$0.50 HC-$3.84 94P.**
DESCRIPTORS *ADULT BASIC EDUCATION, *EVALUATION, *INSTRUCTIONAL MATERIALS, *READING, ADULT STUDENTS, DROPOUT RATE, EVALUATION TECHNIQUES, EXPERIMENTAL GROUPS, FEASIBILITY STUDIES, FLORIDA, FUNCTIONAL ILLITERACY, GRADE 7, INSTRUCTIONAL STAFF, INTEREST SCALES, LITERATURE REVIEWS, POST TESTING, PRETESTS, RATING SCALES, READING ABILITY, READING ACHIEVEMENT, READING COMPREHENSION, STATISTICAL DATA, STUDENT ATTITUDES, VOCABULARY,
THE OBJECTIVES OF THIS PROJECT WERE TO PREPARE AND FIELD TEST INSTRUCTIONAL MATERIALS FOR USE WITH ADULTS READING BELOW THE SEVENTH GRADE LEVEL. TWO STUDIES WERE MADE IN NORTHERN FLORIDA IN 1967 OF GAINS IN READING VOCABULARY AND COMPREHENSION BY STUDENTS USING TRADITIONAL MATERIALS. THE HIGH DROPOUT RATE IN THE FIRST STUDY PRECLUDED USEFUL GENERALIZATIONS, BUT THE SECOND GAIN STUDY SHOWED SIGNIFICANT DIFFERENCES BETWEEN THE PRETEST AND POSTTEST SCORES OF BOTH GROUPS IN BOTH SKILLS. THERE WAS SOME EVIDENCE THAT THE NEW MATERIALS WERE TEACHING BOTH SKILLS BETTER THAN THE USUAL ONES. THE STUDENTS RATED THE NEW MATERIALS AS MORE INTERESTING THAN SOME TRADITIONAL MATERIALS AND JUST AS INTERESTING AS THE BEST OF THEM. IN THE FIRST OF TWO STUDIES ON TEACHER ACCEPTANCE, THE NEWER MATERIALS WERE THE ONES BEST RECEIVED BY THE TEACHERS. MOREOVER, INTENSIVELY TRAINED ADULT BASIC EDUCATION TEACHERS AND EXPERTS IN THE FIELD COMPARED THE EXPERIMENTAL EDITION WITH EXISTING SYSTEMS, AND BOTH GAVE IT AN OVERALL RATING HIGHER THAN THAT OF THE FIVE BEST TRADITIONAL MATERIALS THEN AVAILABLE. THUS, THE NEW MATERIALS SEEM EFFECTIVE AND WELL ACCEPTED BY BOTH STUDENTS AND TEACHERS. (THE DOCUMENT INCLUDES 19 TABLES, 44 REFERENCES, APPENDIXES, AND A REVIEW OF THE LITERATURE.) (LY)

**ED 016 157** AC 001 871
*MOSHER, FREDERICK C.*
**A PROPOSED PROGRAM OF MID-CAREER EDUCATION FOR PUBLIC ADMINISTRATORS IN METROPOLITAN AREAS. REPORT OF AN AD HOC FACULTY PLANNING COMMITTEE AT THE UNIVERSITY OF CALIFORNIA, BERKELEY, TO THE NATIONAL INSTITUTE OF PUBLIC AFFAIRS.**
CALIFORNIA UNIV., BERKELEY, INST. OF GOVT. STUDIES
PUB DATE DEC 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GOVERNMENT EMPLOYEES, *METROPOLITAN AREAS, *PROFESSIONAL CONTINUING EDUCATION, *PROGRAM PROPOSALS, *PUBLIC ADMINISTRATION EDUCATION, ADMINISTRATOR CHARACTERISTICS, BERKELEY, CITY PLANNING, COURSE DESCRIPTIONS, CURRICULUM GUIDES, FACULTY, FEASIBILITY STUDIES, INTERDISCIPLINARY APPROACH, NATIONAL INSTITUTE OF PUBLIC AFFAIRS, RESEARCH, SOCIAL SCIENCES, UNIVERSITY OF CALIFORNIA,
IN 1964, THE NATIONAL INSTITUTE OF PUBLIC AFFAIRS INVITED PLANS FOR EDUCATIONAL PROGRAMS FOR STATE AND LOCAL ADMINISTRATORS AT THE MAXWELL SCHOOL AT SYRACUSE UNIVERSITY, THE UNIVERSITY OF CALIFORNIA AT BERKELEY, AND THE METROPOLITAN FUND IN DETROIT. THIS REPORT IS THE PROPOSED PROGRAM FOR CONTINUING EDUCATION IN METROPOLITAN PROBLEMS AT BERKELEY. THE FIRST HALF OF THE SIX MONTH PROGRAM WOULD BE COURSE WORK ON METROPOLITAN PROBLEMS AND DEVELOPMENT. THE SECOND HALF WOULD BE DEVOTED TO GROUP AND INDIVIDUAL RESEARCH ON SELECTED METROPOLITAN PROBLEMS. THE PARTICIPANTS WOULD BE YOUNG PUBLIC ADMINISTRATORS WHO ARE CONSIDERED BY THEIR EMPLOYERS TO BE PROMISING PROSPECTS FOR TOP-LEVEL POSTS. THEY WOULD BE SELECTED FROM SUCH FIELDS AS EDUCATION, TRANSPORTATION, GENERAL MANAGEMENT, AND URBAN RENEWAL AND SUCH GOVERNMENT JURISDICTIONS AS FEDERAL, STATE, CITY, COUNTY, SCHOOLS, AND SPECIAL DISTRICTS. THE INTERDISCIPLINARY FACULTY WOULD REPRESENT THE SOCIAL SCIENCES AND CITY PLANNING. PART I OF THE PROPOSAL SETS FORTH THE BASIC CONSIDERATIONS LEADING TO THE DEVELOPMENT OF THE PLAN. PART II IS A CONCISE STATEMENT OF THE PROPOSAL ITSELF. IN THE APPENDIX ARE SUPPORTING MATERIALS, INCLUDING PRELIMINARY SYLLABUSES OF EACH TOPIC IN THE BASIC COURSE, REPORTS ON FEASIBILITY, AND A STATISTICAL TABLE OF CHARACTERISTICS OF PUBLIC CAREER EXECUTIVES. THIS DOCUMENT IS AVAILABLE, FOR $1.50, FROM THE INSTITUTE OF GOVERNMENT STUDIES, UNIVERSITY OF CALIFORNIA, BERKELEY. 106 PAGES. (AJ)

**ED 016 158** AC 001 873
*YOUNG, DONALD G.*
**THE EDUCATIONAL NEEDS AND INTERESTS OF THE PART-TIME FARMERS IN HOCKING COUNTY.**
OHIO STATE UNIV., COLUMBUS
PUB DATE 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *EDUCATIONAL INTEREST, *EDUCATIONAL NEEDS, *INDIVIDUAL CHARACTERISTICS, *PART TIME FARMERS, AGE DIFFERENCES, AGE GROUPS, ART EDUCATION, CULTURAL AC-

TIVITIES, FARM OCCUPATIONS, INCOME, MASTERS THESES, OHIO, QUESTIONNAIRES, RECREATIONAL ACTIVITIES, RESEARCH, SOCIAL DEVELOPMENT, SURVEYS,

A QUESTIONNAIRE LISTING SEVERAL SPECIFIC AREAS IN ADULT EDUCATION WAS USED TO SURVEY THE EDUCATIONAL NEEDS AND INTERESTS OF A RANDOM SAMPLE OF 246 PART-TIME FARMERS. RESULTS FROM THE 142 RESPONSES WERE INTERPRETED BY THE THREE GROUPINGS OF AGE, EDUCATION, AND FARM INCOME. IT WAS FOUND THAT THE MEDIAN AGE WAS 47.7 YEARS, THE MEDIAN EDUCATIONAL LEVEL WAS 11.3 YEARS, AND THE MEDIAN FARM INCOME WAS $437.50. THE FARMERS OF ALL AGES, EDUCATIONAL BACKGROUNDS, AND INCOME INDICATED THE HIGHEST PRIORITY FOR ADULT EDUCATION IN SUBJECTS RELATED TO FARM OCCUPATIONS, FOLLOWED BY NONFARM OCCUPATIONS, SOCIAL EDUCATION, ARTS, CRAFTS, AND RECREATIONAL AND CULTURAL EDUCATION. OTHER CONCLUSIONS INCLUDED THE FACT THAT THERE WAS A DIFFERENT PRIORITY OF EDUCATIONAL INTERESTS BETWEEN THE GROUPS 55 YEARS AND YOUNGER AND THOSE 55 AND OVER, AND THAT FARM INCOME WAS NOT SIGNIFICANTLY RELATED TO THE PRIORITY OF EDUCATIONAL INTERESTS. (APPENDIXES INCLUDE THE QUESTIONNAIRE USED.) THIS DOCUMENT IS AVAILABLE FROM OHIO STATE UNIVERSITY, COLUMBUS. 95 PAGES. (PT)

**ED 016 159** AC 001 886
**HUMAN RELATIONS--TRAINING AND RESEARCH, NUMBER 1. CURRENT INFORMATION SOURCES, NUMBER 10.**
SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT
PUB DATE JAN 68
**EDRS PRICE MF-$0.25 HC-$0.96 22P.**

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *HUMAN RELATIONS, *LABORATORY TRAINING, *RESEARCH, BEHAVIOR CHANGE, CHANGING ATTITUDES, COMMUNITY CHANGE, CONFLICT, DECISION MAKING, LEADERSHIP TRAINING, MANAGEMENT DEVELOPMENT, MILITARY TRAINING, ORGANIZATIONAL CHANGE, RESEARCH REVIEWS (PUBLICATIONS), SELF CONCEPT, TRAINING LABORATORIES, URBAN AREAS,

THIS ANNOTATED BIBLIOGRAPHY PRESENTS 36 CITATIONS OF THE MORE CURRENT LITERATURE ON HUMAN RELATIONS TRAINING AND RESEARCH, MOST OF THEM WITH ABSTRACTS. THE ABSTRACTS HAVE BEEN GROUPED AS RESEARCH AND RESEARCH REVIEWS, MONOGRAPHS AND REPORTS, AND JOURNAL ARTICLES. THE DOCUMENTS ARE MOSTLY DATED 1966 AND 1967. (PT)

**ED 016 160** AC 001 889
*VERNER, COOLIE, ED.*
**ADULT EDUCATION IN BRITISH COLUMBIA.**
BRITISH COLUMBIA UNIV., VANCOUVER
PUB DATE APR 64
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADULT EDUCATION, *FINANCIAL SUPPORT, *HISTORICAL REVIEWS, *ILLITERATE ADULTS, *PROGRAM DESCRIPTIONS, BRITISH COLUMBIA, CANADA, ENROLLMENT TRENDS, FEDERAL AID, GROUP DISCUSSION, PHYSICIANS, PROFESSIONAL CONTINUING EDUCATION, PUBLIC SCHOOL ADULT EDUCATION, RURAL EXTENSION, STATISTICAL DATA, TECHNICAL EDUCATION, UNIVERSITY EXTENSION, VOCATIONAL EDUCATION,

PREPARED UNDER THE SPECIAL EDITORSHIP OF COOLIE VERNER, THIS JOURNAL ISSUE REVIEWS THE OVERALL DEVELOPMENT OF ADULT EDUCATION IN BRITISH COLUMBIA FROM THE LATE NINETEENTH CENTURY TO THE PRESENT, TRACES THE GROWTH OF UNIVERSITY EXTENSION DURING THE PERIOD 1915-63, DISCUSSES RECENT TRENDS AND ACTIVITIES IN VOCATIONAL AND NONVOCATIONAL PUBLIC SCHOOL ADULT EDUCATION, RURAL AND AGRICULTURAL EXTENSION, AND GROUP DISCUSSION PROGRAMS (THE GREAT BOOKS GROUPS AND THE UNIVERSITY OF BRITISH COLUMBIA STUDY DISCUSSION PROJECT), TOGETHER WITH A COMPREHENSIVE SCHEME OF MEDICAL CONTINUING EDUCATION BEING UNDERTAKEN WITHIN THE PROVINCE. ALSO CONSIDERED ARE CERTAIN MAJOR PROBLEMS AND ISSUES--WEAKNESSES AND INCONSISTENCIES IN PROVINCIAL FINANCING OF ADULT EDUCATION DURING THE PERIOD 1950-62, THE IMPACT BEING MADE ON EDUCATIONAL SERVICES IN BRITISH COLUMBIA BY MASSIVE FEDERAL AID TO TECHNICAL AND VOCATIONAL EDUCATION, AND CHANGING LEVELS AND STATISTICAL PATTERNS OF ADULT ILLITERACY (1921-61). THE DOCUMENT INCLUDES 38 REFERENCES, 15 CHARTS AND TABLES, AND A DIAGRAM OF ADULT EDUCATION AND RELATED EDUCATIONAL SERVICES IN THE PROVINCE. THIS DOCUMENT IS A SPECIAL ISSUE OF THE JOURNAL OF EDUCATION OF THE FACULTY OF EDUCATION, AVAILABLE FROM THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER. 109 PAGES. (LY)

**ED 016 161** AC 001 890
*HAND, S.E. PUDER, WILLIAM H.*
**PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS.**
FLORIDA ST. UNIV., TALLAHASSEE
**EDRS PRICE MF-$0.25 HC-$1.24 29P.**

DESCRIPTORS *BELIEFS, *ILLITERATE ADULTS, *PSYCHOLOGICAL CHARACTERISTICS, *SELF CONCEPT, *SOCIAL ENVIRONMENT, ADULT BASIC EDUCATION, ADULT LEARNING, AGGRESSION, CULTURAL DISADVANTAGEMENT, EMOTIONAL PROBLEMS, FEAR, HOSTILITY, LEARNING DIFFICULTIES, LITERATURE REVIEWS, MENTAL RIGIDITY, SOCIAL VALUES, STUDENT ALIENATION, WITHDRAWAL TENDENCIES (PSYCHOLOGY),

TO UNDERSTAND BETTER THE LEARNING CHARACTERISTICS OF CULTURALLY DISADVANTAGED ADULTS AND TO STUDY THE EMOTIONAL FACTORS COMMONLY OBSERVED AMONG THIS POPULATION WHICH APPEAR TO INHIBIT PARTICIPATION IN ORGANIZED EDUCATIONAL ACTIVITIES AND LEARNING, THE LITERATURE IN SEVERAL AREAS OF PSYCHOLOGICAL RESEARCH WAS SURVEYED. IN THIS PAPER THE RESEARCHERS (1) EXAMINE THE CONCEPT OF SELF AS IT PERTAINS TO THE ADULT BASIC EDUCATION STUDENT, (2) REVIEW ROKEACH'S HYPOTHESIS OF THE CLOSED BELIEF-DISBELIEF SYSTEM IN AN EFFORT TO RELATE IT TO THE EMOTIONAL MAKE-UP OF ADULT BASIC EDUCATION STUDENTS, (3) DESCRIBE THE "CLOSED" SOCIAL ENVIRONMENT WHICH GIVES RISE TO THE PHENOMENON OF THE "CLOSED" MIND, AND (4) IDENTIFY SOME OF THE PERSONALITY CHARACTERISTICS OF THE ADULT BASIC EDUCATION STUDENT WHICH INTERFERE WITH HIS POTENTIAL AS A LEARNER. IN ADDITION TO OVERCOMING SUCH PERSONALITY FACTORS AS ALIENATION, AVOIDANCE, HOSTILITY TOWARD AUTHORITY, WITHDRAWAL, VIOLENT AGGRESSION, FEAR OF SCHOOLS, SELF-IMAGE AS AN ILLITERATE, REJECTION OF THE DESIRE TO DEVELOP INTELLECTUALLY, MENTAL BLOCKS AGAINST THE WORLD, AND RIGID VALUE SYSTEMS, THE ILLITERATE MUST BREAK OUT OF A SLOUGH OF DEFEAT AND DESPAIR IF HE IS TO ACHIEVE. (THERE IS A BIBLIOGRAPHY.) (AJ)

**ED 016 162** AC 001 893
**WORKERS' EDUCATIONAL ASSOCIATION.**
WORKERS EDUCATIONAL ASSN., LONDON (ENGLAND)
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *ADULT EDUCATION, *EVALUATION, *LABOR EDUCATION, *NATIONAL ORGANIZATIONS, ADMINISTRATIVE POLICY, COOPERATIVE PLANNING, EDUCATIONAL LEGISLATION, FINANCIAL POLICY, FINANCIAL SUPPORT, GREAT BRITAIN, INSTRUCTIONAL STAFF, LEADERSHIP, NATIONAL SURVEYS, PARTICIPATION, PUBLIC SCHOOL SYSTEMS, REGIONAL PLANNING, STATISTICAL DATA, UNIVERSITIES, WORKERS EDUCATIONAL ASSOCIATION,

THIS SURVEY, COVERING ENGLAND, SCOTLAND, AND WALES, AND EXCLUDING NORTHERN IRELAND, WAS MADE BY THE WORKING PARTY OF THE 1964 CONFERENCE OF THE WORKERS' EDUCATIONAL ASSOCIATION (WEA). THE DUTIES OF THE WORKING PARTY WERE TO EXAMINE THE SUITABILITY OF THE PRESENT STRUCTURE, ORGANIZATION, FINANCING, AND STAFFING OF THE ASSOCIATION (ESPECIALLY AT THE NATIONAL AND DISTRICT LEVELS) TO MEET SOCIAL AND EDUCATIONAL NEEDS, TO EXPLORE FINANCIAL ADVANTAGES OF NEW ARRANGEMENTS, TO ASCERTAIN THE NEED FOR CHANGING DISTRICT BOUNDARIES AND GROUPINGS, AND TO ARRANGE A SPECIAL NATIONAL CONFERENCE TO CONSIDER RESULTING RECOMMENDATIONS. THE EXTENSIVE CHANGES URGED BY THE WORKING PARTY LARGELY ENTAILED EXTENDING THE BASIS OF MEMBER PARTICIPATION IN ASSOCIATION AFFAIRS, DEMONSTRATING THE GROWING IMPORTANCE OF THE WEA IN LABOR EDUCATION AND RELATION TO THE OVERALL EDUCATIONAL SYSTEM, REVISING FEE STRUCTURES AND TRAINING POLICY, AND WORKING MORE CLOSELY WITH LOCAL EDUCATIONAL AUTHORITIES, UNIVERSITIES, AND THE DEPARTMENT OF EDUCATION. SPECIAL PROBLEMS OF THE WEA MOVEMENT INSCOTLAND WERE STRESSED. THE DOCUMENT INCLUDES 46 RECOMMENDATIONS, 15 APPENDIXES ON STATISTICAL AND LEGISLATIVE MATERIALS, AND FOUR MAPS. THIS DOCUMENT IS AVAILABLE, FOR 4S 6D, FROM THE WORKERS' EDUCATIONAL ASSOCIATION, TEMPLE HOUSE, LONDON W.1, ENGLAND. 105 PAGES. (LY)

**ED 016 163** AC 001 895
*WODAJO, MULUGETA*
**AN ANALYSIS OF UNESCO'S CONCEPT AND PROGRAM OF FUNDAMENTAL EDUCATION.**
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADULT BASIC EDUCATION, *COMMUNITY DEVELOPMENT, *DEVELOPING NATIONS, *INTERNATIONAL ORGANIZATIONS, *SELF HELP PRO-

GRAMS, ADMINISTRATIVE PROBLEMS, DOCTORAL THESES, ECONOMIC DEVELOPMENT, EDUCATIONAL THEORIES, FINANCIAL PROBLEMS, HISTORICAL REVIEWS, INTERNATIONAL EDUCATION, LITERATURE REVIEWS, UNESCO, UNITED NATIONS,

THROUGH ANALYSIS OF UNESCO DOCUMENTS, THE MEANING, SCOPE AND CONTENT OF FUNDAMENTAL EDUCATION--A PROGRAM TO IMPROVE THE LIVING CONDITIONS OF THE ECONOMICALLY UNDERDEVELOPED COUNTIRES THROUGH EDUCATION AND SELF-HELP--AND SOME OF UNESCO'S MAJOR PROJECTS WERE EXAMINED. THE PROGRAM PASSED THROUGH FOUR DISTINCT PERIODS--(1) 1945-1950, LAYING THE THEORETICAL GROUNDWORK OF FUNDAMENTAL EDUCATION, (2) 1951-1955, CARRYING OUT PROJECTS AND INAUGURATING TWO REGIONAL FUNDAMENTAL EDUCATION CENTERS, (3) 1956-1960, REEXAMINING THE PROGRAM IN THE LIGHT OF THE UNITED NATIONS' PROGRAM IN COMMUNITY DEVELOPMENT, AND (4) 1961-, ATTEMPTING TO DISASSOCIATE ITSELF FROM ITS CENTERS AND GENERALLY WITHDRAWING FROM THE FIELD IN FAVOR OF THE UNITED NATIONS' COMMUNITY DEVELOPMENT AND VOCATIONAL EDUCATION PROJECTS. MOST OF THE ORGANIZATIONS'S FUNDAMENTAL EDUCATION PROJECTS WERE TOO AMBITIOUS TO BE MANAGEABLE. BOTH THE RISE AND DECLINE OF FUNDAMENTAL EDUCATION WERE A REFLECTION OF THE IDEOLOGICAL FORCES OF THE PERIOD. THE STUDY SHOWS THE OBSTACLES, FINANCIAL AND ADMINISTRATIVE, WHICH UNESCO FACED IN CARRYING OUT ITS PROGRAMS AND REVEALS UNESCO'S IMMENSE CONTRIBUTION TO FUNDAMENTAL EDUCATION AND THROUGH IT, TO INTERNATIONAL EDUCATION, ESPECIALLY IN ENRICHING THE LITERATURE IN THE FIELD. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 64-1510. MICROFILM $2.80. XEROGRAPHY $9.70. 213 PAGES. (AUTHOR/AJ)

**ED 016 164** AC 001 897

*LAUBACH, ROBERT S.*

**A STUDY OF COMMUNICATIONS TO ADULTS OF LIMITED READING ABILITY BY SPECIALLY WRITTEN MATERIALS.**

PUB DATE 63

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADULT BASIC EDUCATION *COMMUNICATION (THOUGHT TRANSFER), *FUNCTIONAL ILLITERACY, *LANGUAGE STYLES, *SILENT READING, CLEVELAND, DOCTORAL THESES, ENGLISH (SECOND LANGUAGE), PARTICIPANT CHARACTERISTICS, PHILADELPHIA, READING MATERIALS, RESEARCH, SUPPLEMENTARY READING MATERIALS,

TWO HYPOTHESES WERE STUDIED--THAT ADULTS CONSIDERED FUNCTIONALLY ILLITERATE MAY RECEIVE COMMUNICATION BY SPECIALLY WRITTEN MATERIALS, AND THAT THESE MATERIALS MAY BE PREPARED IN VARIOUS WAYS WHICH WILL DIFFERENTIATE IN COMMUNICATION CONVEYED. FOUR NEWSPAPER ARTICLES WERE REWRITTEN IN THREE DIFFERENT WAYS. THESE AND THE ORIGINAL FORM WERE ADMINISTERED AS SILENT READING EXERCISES IN ADULT ELEMENTARY CLASSES IN PHILADELPHIA AND CLEVELAND. ONE SAMPLE (164 WHITE, FOREIGN BORN PARTICIPANTS), SPOKE ENGLISH AS A SECOND LANGUAGE, WHILE IN THE OTHER GROUP, 104 ADULTS, PRIMARILY NEGRO SPOKE ENGLISH AS THEIR NATIVE TONGUE. ANALYSIS OF VARIANCE SUPPORTED THE FIRST HYPOTHESIS, THAT COMMUNICATION MAY BE INCREASED BY SPECIALLY WRITTEN MATERIALS, BUT NOT THE SECOND, THAT DIFFERENT WAYS OF WRITING WOULD DIFFERENTIATE. THIS WAS INTERPRETED TO MEAN THAT WHILE ADULT EDUCATORS EXPRESS THE NEED FOR MORE SIMPLIFIED READING MATERIALS FOR ADULTS, CARE SHOULD BE TAKEN TO ASSURE THE APPROPRIATE USE OF SUCH MATERIALS. IT MAY BE RECOMMENDED THAT THESE MATERIALS BE USED AS SUPPLEMENTARY READING IN SUPERVISED LEARNING SITUATIONS. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 64-2298. MICROFILM $2.75. XEROGRAPHY $8.60. 189 PAGES. (AUTHOR/PT)

**ED 016 165** AC 001 898

*MANLEY, CHARLES A.*

**AN EVALUATION OF THE EXTENDED DAY PROGRAM AT SAN FERNANDO VALLEY STATE COLLEGE.**

PUB DATE 61

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *COLLEGE INSTRUCTION, *DAY PROGRAMS, *EVENING CLASSES, *PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, ASSIGNMENTS, COLLEGE CREDITS, COLLEGE FACULTY, DOCTORAL THESES, FACULTY EVALUATION, PARTIC PANT CHARACTERISTICS, QUESTIONNAIRES, RESEARCH, SAN FERNANDO VALLEY STATE COLLEGE, SCHEDULING, STUDENT PERSONNEL SERVICES,

A STUDY ATTEMPTED TO IDENTIFY CERTAIN CHARACTERISTICS OF THE EXTENDED DAY PROGRAM AT SAN FERNANDO VALLEY STATE COLLEGE AND EVALUATE THIS PROGRAM IN COMPARISON WITH THE REGULAR DAY PROGRAM. DATA WERE OBTAINED FROM COLLEGE RECORDS AND THREE QUESTIONNAIRES COMPLETED BY EXTENDED DAY STUDENTS AND FACULTY. EXTENDED DAY STUDENTS WERE DIVIDED ACCORDING TO SEX AND HAD A MEDIAN AGE OF 32 YEARS. THE MAJORITY WERE MARRIED, WORKING FULL TIME, AND ENROLLED IN SIX CREDIT HOURS OR LESS. THE FACULTY WAS PRIMARILY FULL TIME AND HAD DOCTORAL DEGREES. NO SIGNIFICANT DIFFERENCE WAS FOUND IN THE ACADEMIC BACKGROUNDS OF FACULTIES. THERE WAS NO SIGNIFICANT DIFFERENCE IN GRADE DISTRIBUTIONS, BUT THERE WERE MORE STUDENT WITHDRAWALS FROM EXTENDED DAY CLASSES. COMPARABLE ACADEMIC STANDARDS WERE MAINTAINED BUT FACULTY SPENT MORE TIME COUNSELING DAY STUDENTS AND PREFERRED THE SHORTER, MORE FREQUENT CLASSES. MORE WORK WAS REQUIRED OF REGULAR DAY STUDENTS AND STUDENT PERSONNEL SERVICES WERE CONSIDERED SUPERIOR IN REGULAR DAY SESSIONS. IT WAS CONCLUDED THAT, IN GENERAL, THE EXTENDED DAY PROGRAM WAS COMPARABLE WITH THE REGULAR DAY PROGRAM. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. ORDER NO. 62-930. MICROFILM $2.75. XEROGRAPHY $6.00. 125 PAGES. (AUTHOR/PT)

**ED 016 166** AC 001 899

*MILNE, JAMES D.*

**A SURVEY AND ANALYSIS OF NATIVE ALASKAN ADULT EDUCATION PROGRAMS.**

PUB DATE 62

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ACCULTURATION, *ADULT EDUCATION PROGRAMS, *AMERICAN INDIANS, *SOCIOECONOMIC INFLUENCES, *STATE SURVEYS, ADMINISTRATOR CHARACTERISTICS, ALASKA, CONFORMITY, CULTURAL DIFFERENCES, DOCTORAL THESES, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, LANGUAGE ABILITY, PARTICIPANT CHARACTERISTICS, TEACHER QUALIFICATIONS,

IN AN ATTEMPT TO LEARN (1) THE DEGREE OF ASSIMILATION OF THE ALASKAN NATIVE INTO OUR CULTURE, (2) THE EXTENT THE ADULT EDUCATION PROGRAM PLAYED IN THIS ASSIMILIATION, AND (3) THE PART THAT SOCIOECONOMIC FACTORS PLAYED IN THE EVALUATION OF THE ALASKAN NATIVE, THE 23 DIRECTORS OF ADULT EDUCATION PROGRAMS IN ALASKA WERE QUESTIONED ABOUT THEIR DUTIES, QUALIFICATIONS, ADMINISTRATIVE AND SOCIAL INTERRELATIONSHIPS, PHILOSOPHY TOWARD THE NATIVE, AND PROGRAM GOALS. ALL RESPONDENTS HAD TAUGHT IN INDIAN SCHOOLS BUT NONE COULD SPEAK A NATIVE LANGUAGE. EVALUATION OF THE NATIVE WAS A PRIMARY GOAL OF ADULT EDUCATION. THE ALASKAN NATIVES, WHOSE CULTURE IS NOT BEING PRESERVED BUT IS BEING RAPIDLY ASSIMILATED, COULD BE DIVIDED INTO THREE GROUPS ACCORDING TO THEIR ACCEPTANCE OF THE WHITE MAN'S CULTURE--CONFORMIST, NONCONFORMIST, AND UNDECIDED. THE CONFORMIST NATIVE PARTICIPATED IN ADULT EDUCATION AND THE COURSES WERE DESIGNED FOR HIM. MOST EDUCATORS FELT THAT THE NONCONFORMIST NATIVE WAS A LOST CAUSE AND LITTLE WAS DONE TO ENTICE HIM INTO SCHOOL. THE UNDECIDED NATIVE WAS BEING ENCOURAGED TO ATTEND SCHOOL BY SOCIAL AND ECONOMIC MEANS. FURTHER STUDIES OF THE SOCIAL AND ECONOMIC PROBLEMS OF ALASKA AND THE DEFINITION OF DESIRABLE GOALS OF EDUCATION FOR NATIVE YOUTH AND ADULTS ARE NEEDED. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 63-3734. MICROFILM $2.75. XEROGRAPHY $7.40. 156 PAGES. (AUTHOR/AJ)

**ED 016 167** AC 001 901

*WHITING, GEOFFREY A.*

**THE RELATION OF THE LINKAGE THEORY TO MATURITY AND ITS IMPLICATIONS FOR ADULT EDUCATION.**

PUB DATE 62

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADULT LEARNING, *MATURATION, *NETWORKS, *PSYCHOEDUCATIONAL PROCESSES, *SOCIAL MATURITY, ADJUSTMENT (TO ENVIRONMENT), DOCTORAL THESES, LEARNING THEORIES,

TO UNDERSTAND THE CONCEPT OF MATURITY AN ITS IMPLICATIONS FOR ADULT EDUCATION, THE LITERATURE ON THE LINKAGE THEORY WAS EXAMINED AND BASIC IDEAS ABOUT LINKAGES WERE FORMULATED. THE SIX LINKAGES SUGGESTED BY H.A. OVERSTREET IN "THE MATURE MIND" (KNOWLEDGE, RESPONSIBILITY, COMMUNICATION, MATURE SEXUALITY, EMPATHY, AND PHILOSOPHY) SEEM TO BE MAJOR ATTRIBUTES OF MATURITY. HOWEVER, ANOTHER MAJOR ASPECT OF LIFE NOT COVERED BY ANY OF THE LINKAGES CONSIDERED SUGGESTS THAT A SEVENTH LINKAGE--THE EMOTIONAL--SHOULD BE INCLUDED.

MAN MUST DEVELOP STABLE EMOTIONAL PATTERNS OF BEHAVIOR. THE IMPLICATIONS OF THIS STUDY FOR ADULT EDUCATION ARE THAT--ADULTS SHOULD BE ENCOURAGED TO CONTINUE LEARNING, LEARNING IS AN ART TO BE ACQUIRED, EVERY LEARNER MUST ACCEPT RESPONSIBILITY, ACTIVE INDIVIDUAL PARTICIPATION IS ESSENTIAL, GROUP DISCUSSION, KNOWLEDGE, PHYSICAL ARRANGEMENTS, AND PHILOSOPHY OF LIFE ARE IMPORTANT, PERSONS NEED TO BECOME ACTIVE MEMBERS OF A LEARNING TEAM, AND PROCESS IS SIGNIFICANT. THIS DOCUMENT IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH., ORDER NO. 63-2621. MICROFILM $2.75. XEROGRAPHY $9.70. 212 PAGES. (AUTHOR/AJ)

**ED 016 168** 72 **AC 001 909**
*DAS GUPTA, A.K., ED.*
**INDIAN EDUCATIONAL MATERIAL, AN ANNOTATED QUARTERLY BIBLIOGRAPHY.**
INDIAN NAT. SCIENTIFIC DOCUMENTATION CENTRE, DELHI
REPORT NUMBER TT-67-59017-3
REPORT NUMBER BR-7-1275
PUB DATE MAR 67
**EDRS PRICE MF-$0.50 HC-$3.36 84P.**
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *CURRICULUM, *STUDENT BEHAVIOR, *TEACHER EDUCATION, *TEACHING METHODS, ADULT EDUCATION, EDUCATIONAL PHILOSOPHY, EDUCATIONAL PSYCHOLOGY, GUIDANCE COUNSELING, HIGHER EDUCATION, INDIA, INSTRUCTIONAL MATERIALS, PUBLIC SCHOOLS, SCHOOL ADMINISTRATION, STUDENT EVALUATION, TEACHER EVALUATION, TESTING, UNIVERSITIES,

THIS ANNOATED BIBLIOGRAPHY WAS COMPILED AND PUBLISHED FOR THE OFFICE OF EDUCATION IN ACCORDANCE WITH AN AGREEMENT WITH THE NATIONAL SCIENCE FOUNDATION. IT CONTAINS OVER 200 ITEMS PUBLISHED IN INDIA DURING THE 1966 AND EARLY 1967. CERTAIN ASPECTS OF THE EDUCATIONAL STRUCTURE ARE HEAVILY REPRESENTED--UNIVERSITY LEVEL COURSES, EDUCATIONAL PSYCHOLOGY, EXAMINATIONS AND STUDENT EVALUATION, HIGHER EDUCATION, EDUCATIONAL PLANNING AND POLICY, CAUSES AND PATTERNS OF STUDENT UNREST, TEACHING METHODS AND TEACHNIQUES (INCLUDING INSTRUCTIONAL MATERIALS, AUDIOVISUAL AIDS, AND PROGRAMED INSTRUCTION), GUIDANCE AND COUNSELING, TEACHER EDUCATION, AND FACETS OF ADMINISTRATION AND ORGANIZATION. ITEMS ARE ALSO INCLUDED ON CURRICULUM PLANNING, EDUCATIONAL SOCIOLOGY, RESEARCH METHODOLOGY, ACADEMIC STANDARDS, HEALTH CARE, PUBLIC SCHOOLS, ADULT EDUCATION, VOCATIONAL EDUCATION, AND USE OF REGIONAL LANGUAGES AS A MEDIUM OF INSTRUCTION. THERE IS A LIST OF THE PERIODICALS ABSTRACTED. (LY)

**ED 016 169** **AC 001 910**
*MORGAN, VINONA L. GREENE, PATRICIA H.*
**CHILD CARE AND GUIDANCE, A SUGGESTED POST HIGH SCHOOL CURRICULUM.**
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
REPORT NUMBER OE-87021
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CHILD CARE, *CURRICULUM GUIDES, *EARLY CHILDHOOD EDUCATION, *GUIDANCE, *TEACHER AIDES, ASSOCIATE DEGREES, COURSE CONTENT, ECUCATIONAL OBJECTIVES, HIGH SCHOOL GRADUATES, INSTRUCTIONAL FILMS, INSTRUCTIONAL STAFF, PHYSICAL FACILITIES, PROGRAM COSTS, PROGRAM LENGTH, STUDENT EVALUATION, STUDENT PARTICIPATION, TEACHING METHODS,

THIS CURRICULUM GUIDE WAS PREPARED TO HELP THOSE SETTING UP TRAINING PROGRAMS FOR TEACHERS' ASSISTANTS IN CHILD CARE AND GUIDANCE. IT PROVIDES FOR A TWO-YEAR PROGRAM FOR HIGH SCHOOL GRADUATES, WHICH MAY, OR MAY NOT, LEAD TO THE ASSOCIATE DEGREE. SUGGESTED ADJUSTMENTS IN COURSE CONTENT ARE INCLUDED FOR A ONE-YEAR PROGRAM. GRADUATES OF THE PROGRAM WILL BE PREPARED TO WORK, UNDER SUPERVISION, IN DAY CARE CENTERS, NURSERY SCHOOLS, KINDERGARTENS, AND CHILD DEVELOPMENT CENTERS. ELEVEN PROGRAM OBJECTIVES ARE SUGGESTED WHICH APPLY TO ALL TYPES OF EMPLOYMENT FOR WHICH TRAINEES ARE BEING PREPARED. SPECIFIC GOALS FOR THE STUDENTS AND THE TEACHING METHODS USED TO ACHIEVE THESE GOALS ARE OUTLINED. ADMINISTRATIVE PROBLEMS DISCUSSED INCLUDE FACILITIES AND EQUIPMENT, STAFF, STUDENTS, CURRICULUM, PLANNING STUDENT PARTICIPATION EXPERIENCES, ESTABLISHING A LABORATORY NURSERY SCHOOL, EVALUATION OF STUDENT PROGRESS, AND PLACEMENT AND FOLLOW-UP. LISTS OF 39 BOOKS, 24 ARTICLES AND PAMPHLETS, 31 USEFUL FILMS WITH DISTRIBUTORS, AND SOURCES OF PAMPHLETS AND PERIODICALS ARE INCLUDED. APPENDIXES COVER SUGGESTED COURSE OUTLINES, A QUESTIONNAIRE FOR FORMER STUDENTS, INEXPENSIVE MATERIALS, EQUIPMENT, PROGRAM COSTS AND A GLOSSARY. THIS DOCUMENT, FS-5.287-87021, IS AVAILABLE, FOR $.40, FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON 20402. 59 PAGES. (PT)

**ED 016 170** **AC 001 912**
*NYLEN, DONALD AND OTHERS*
**HANDBOOK OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING, MATERIALS DEVELOPED FOR USE IN AFRICA. REVISED EDITION.**
NATIONAL TRAINING LABS. INST. FOR APPL. BEHAV.SCI.
EUROPEAN INST. FOR TRANS-NAT. STUDIES IN GROUP DEV
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *LABORATORY TRAINING, *MANAGEMENT DEVELOPMENT, *MANUALS, *SENSITIVITY TRAINING, AFRICA, BEHAVIOR PATTERNS, COMMUNICATION (THOUGHT TRANSFER), CONFLICT RESOLUTION, CULTURE CONFLICT, DECISION MAKING, GROUP ACTIVITIES, INTERGROUP RELATIONS, INTERPERSONAL COMPETENCE, LEADERSHIP STYLES, PSYCHOLOGICAL NEEDS, PSYCHOLOGICAL PATTERNS, RATING SCALES, ROLE PERCEPTION, ROLE PLAYING, T GROUPS, TRAINERS,

A SELECTION OF EXPERIMENTALLY TESTED MATERIALS, THIS REVISED AND EXPANDED HANDBOOK IS DESIGNED FOR USE IN DEVELOPING NATIONS IN GENERAL AND IN THE EMERGING AFRICAN NATIONS IN PARTICULAR. THE FOLLOWING ASPECTS OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING ARE PRESENTED--TRAINING NEEDS AND CULTURAL INFLUENCES IN ENGLISH SPEAKING AFRICAN NATIONS SOUTH OF THE SAHARA, GENERAL CHARACTERISTICS OF INDIVIDUALS AND GROUPS, PSYCHOLOGICAL PHENOMENA (EXPECTATIONS, ROLES, AND SUCH), EXERCISES IN COMMUNICATION, OBSERVATION, PROBLEM SOLVING, DECISION MAKING, AND OTHER PRACTICAL HUMAN RELATIONS AREAS, USEFUL INTERGROUP ACTIVITIES INVOLVING OBSERVATION, COMPETITION, AND COLLABORATION, PRACTICAL EXERCISES IN RESOLVING INTERGROUP AND INTERCULTURAL CONFLICTS, THE ROLE AND FUNCTIONS OF T GROUP TRAINERS, AND USES BY THE TRAINER OF SUCH DEVICES AND ACTIVITIES AS GROUP EXPERIMENTS, PAIRED INTERVIEWS, ROLE PLAYING, AND RATING SCALES. ALSO INCLUDED ARE ILLUSTRATIONS, A WORKSHOP INTRODUCTION AND SCHEDULE, AND 26 REFERENCES. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL TRAINING LABORATORIES INSTITUTE FOR APPLIED BEHAVIORAL SCIENCE, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 307 PAGES. (LY)

**ED 016 171** **AC 001 925**
**SUB-REGIONAL WORKSHOP ON PROFESSIONAL EDUCATION IN COMMUNITY DEVELOPMENT (BANGKOK, THAILAND, DECEMBER 7-17, 1965). REPORT.**
UNITED NATIONS ECON. COMM. FOR ASIA AND FAR EAST
PUB DATE 66
**EDRS PRICE MF-$0.75 HC-$7.44 184P.**
DESCRIPTORS *COMMUNITY DEVELOPMENT, *DEVELOPING NATIONS, *PROFESSIONAL EDUCATION, *PROGRAM PLANNING, *WORKSHOPS, ASIA, COURSE DESCRIPTIONS, CURRICULUM PLANNING, FIELD EXPERIENCE PROGRAMS, GOVERNMENT (ADMINISTRATIVE BODY), HIGHER EDUCATION, INSTRUCTIONAL STAFF, INTERAGENCY COORDINATION, JUNIOR COLLEGES, MATERIAL DEVELOPMENT, ORGANIZATIONS (GROUPS), PROGRAM ADMINISTRATION, REGIONAL PLANNING, RURAL AREAS, TEACHING METHOD, UNITED NATIONS, UNIVERSITIES, URBAN AREAS,

THE PURPOSE OF THIS SUBREGIONAL WORKSHOP, HELD IN 1965 IN BANGKOK, THAILAND, UNDER THE AUSPICES OF THE UNITED NATIONS, WAS TO ENABLE ADMINITRATORS, OPERATORS, AND EDUCATORS IN COMMUNITY DEVELOPMENT AND RELATED FIELDS TO REVIEW THE FINDINGS AND RECOMMENDATIONS OF NATIONAL WORKSHOPS ON PROFESSIONAL EDUCATION IN URBAN AND RURAL DEVELOPMENT, TO PROPOSE SUITABLE CURRICULUMS WITH ATTENTION TO CONTENT, TEACHING METHODS, AND CONTRIBUTIONS OF OTHER DISCIPLINES AND METHODOLOGIES, TO RECOMMEND WAYS TO TRAINING INSTRUCTORS AND DEVELOPING TEACHING MATERIALS FOR USE IN COLLEGES, UNIVERSITIES, AND SCHOOLS OF SOCIAL WORK, AND TO SUGGEST USEFUL MEANS OF COORDINATING ACADEMIC, GOVERNMENTAL, AND AGENCY RESOURCES. INCLUDED IN THE AGENDA WERE GENERAL GUIDELINES, ESSENTIAL COURSES IN THE SOCIAL SCIENCES AND RELATED FIELDS, BASIC AND ELECTIVE COMMUNITY DEVELOPMENT COURSES (INCLUDING COURSES RELATING TO SPECIAL PROJECTS, GROUPS, AND INSTITUTIONS), INTENSIVE AND SPECIALIZED STUDY, DEVELOPMENT OF LOCAL TEACHING MATERIALS, IMPROVED TEACHING AND FIELD WORK TRAINING, REGIONAL AND INTERNATIONAL COOPERATION, AND SPECIAL AD-

MINISTRATIVE PROBLEMS. (APPENDIXES INCLUDE SEVERAL SPEECHES, LIST OF PARTICIPANTS, COMPOSITION OF WORKING COMMITTEES, AND A BIBLIOGRAPHY OF 113 ITEMS.) (LY)

**ED 016 172** AC 001 926
*CRAWFORD, MEREDITH P.*
SIMULATION IN TRAINING AND EDUCATION.
GEORGE WASHINGTON UNIV., ALEXANDRIA, VA.
REPORT NUMBER PP-40-67
REPORT NUMBER AD-660-013
PUB DATE SEP 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *EDUCATION, *SIMULATION, *SYSTEMS APPROACH, *TRAINING, DECISION MAKING, EVALUATION METHODS, HUMAN ENGINEERING, ORGANIZATIONAL CLIMATE, PERFORMANCE FACTORS, PROGRAM DESIGN, PSYCHOLOGY, RESPONSE MODE, SIMULATORS,

THE KEY CONCEPTS OF SYSTEM AND SIMULATION AS THEY ARE APPLIED TO TRAINING AND EDUCATION ARE DISCUSSED. THE GENERAL CHARACTERISTICS OF MACHINE-ASCENDANT SYSTEMS THAT FACILITATE THE ORDERLY DESIGN PROCESS OF TRAINING SIMULATORS ARE PRESENTED--(1) PURPOSE OF THE SYSTEM AND LIMITS OF ACCEPTABLE HUMAN BEHAVIOR, (2) RESPONSE CHARACTERISTICS OF THE SYSTEM TO ITS OPERATING ENVIRONMENT SPECIFIED IN QUANTITATIVE FORMS, (3) PERFORMANCE REQUIREMENTS FOR CONTROL OF THE MACHINE INVOLVING PSYCHOLOGICAL PROCESSES, AND (4) CRITERIA FOR EVALUATING THE PERFORMANCE OF THE SYSTEM DERIVED FROM DESIGN SPECIFICATIONS. ORGANIZATIONAL PSYCHOLOGY IS DISCUSSED AS WELL AS EXAMPLES OF SIMULATION IN EDUCATION WHICH INCLUDE MANAGEMENT BEHAVIOR IN BUSINESS AND EDUCATIONAL ADMINISTRATION, TEACHER TRAINING, AND INTERPERSONAL LEARNING. THE GENERAL CHARACTERISTICS ARE THEN USED AS A FRAME OF REFERENCE FOR COMMENT ON THE USE OF SIMULATION IN EDUCATION. THIS DOCUMENT, AD 660 013, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE $.65. HARDCOPY $3.00. 22 PAGES. (PT)

**ED 016 173** AC 001 927
*BRIGGS, GEORGE E. JOHNSTON, WILLIAM A.*
TEAM TRAINING. FINAL TECHNICAL REPORT FEBRUARY 1966-FEBRUARY 1967.
NAVAL TRAINING DEVICE CTR., ORLANDO, FLA.
REPORT NUMBER NAVTRADEVCEN-1327-4
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER AD-660-019
PUB DATE JUN 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COMMUNICATION SKILLS, *MILITARY TRAINING, *SIMULATORS, *SMALL GROUP INSTRUCTION, *TASK PERFORMANCE, INFORMATION CENTERS, LITERATURE REVIEWS, RESEARCH,

THIS IS THE FINAL REPORT ON A FOUR-YEAR PROGRAM OF LABORATORY RESEARCH ON TEAM TRAINING IN A COMBAT INFORMATION CENTER (CIC) CONTEXT. THE RESEARCH LITERATURE ON TEAM TRAINING IS REVIEWED, AND A SET OF CONCLUSIONS IS DRAWN WITH REGARD TO TEAM PERFORMANCE AS A FUNCTION OF TASK, TRAINING, AND COMMUNICATIONS VARIABLES. IN ADDITION, THE IMPLICATIONS FROM THIS RESEARCH ARE PRESENTED WITH REGARD TO A SPECIFIC TEAM TRAINING DEVICE--THE 15F5 DEVICE WHICH IS USED TO TEACH TACTICAL SKILLS IN THE CONTEXT OF AN AIRBORNE TACTICAL DATA CENTER. THE APPENDIXES CONTAIN FULL DESCRIPTIONS OF THREE LABORATORY STUDIES NOT REPORTED PREVIOUSLY IN THE LITERATURE. THIS DOCUMENT, AD 660 019, IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VA. 22151. MICROFICHE $.65. HARDCOPY $3.00. 79 PAGES. (AUTHOR/AJ)

**ED 016 174** AC 001 930
*BLAUG, MARK*
LITERACY AND ECONOMIC DEVELOPMENT.
PUB DATE 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DEVELOPING NATIONS, *ECONOMIC DEVELOPMENT, *EDUCATIONAL PLANNING, *LITERACY, *RESOURCE ALLOCATIONS, CRITERIA, ELEMENTARY EDUCATION, ESTIMATED COSTS, ILLITERACY, LITERACY EDUCATION, MANPOWER DEVELOPMENT, PILOT PROJECTS, POLICY FORMATION, PRODUCTIVITY, STATISTICAL DATA, UNESCO,

IN THIS ESSAY ON LITERACY AND ECONOMIC DEVELOPMENT IN DEVELOPING NATIONS, THE STRATEGIC ROLE OF TIME PERSPECTIVES IN THE CHOICE BETWEEN FORMAL EDUCATION AND ADULT LITERACY IS VIEWED AS AN INHERENT ASPECT OF EDUCATIONAL PLANNING AND RESOURCE ALLOCATION IN POOR COUNTIRES. A CONSIDERATION OF THE RISE OF THE MAJOR INDUSTRIAL POWERS AND OF THE FEATURES OF SUBSISTENCE AND EXCHANGE ECONOMICS IN THE DEVELOPING NATIONS SHOWS THAT, WHILE A LESS THAN 40 PERCENT LITERACY RATE PRECLUDES SELF-SUSTAINING ECONOMIC GROWTH, MASS LITERACY IS NO PANACEA FOR SUBSISTENCE ECONOMIES, AND ITS ECONOMIC BENEFITS DIFFER GREATLY BETWEEN AGRICULTURE AND INDUSTRY. AT THE PRESENT TIME THE ECONOMIC RETURN SCHOOL EDUCATION PROBABLY EXCEEDS THAT OF ADULT LITERACY, BUT THE NEW UNESCO WORLD EXPERIMENTAL LITERACY PROGRAM, AIMED AT PROMOTING FUNCTIONAL RATHER THAN MERE REDIMENTARY LITERACY, MAY POINT TO A TREND TOWARD GREATER EXPENDITURES FOR ADULT EDUCATION IN THE FORM OF SELECTIVE, INTENSIVE LITERACY CAMPAIGNS. (THE DOCUMENT INCLUDES 19 NOTES AND REFERENCES AND AN OUTLINE OF THE UNESCO SCHEME.) THIS DOCUMENT APPEARED IN THE SCHOOL REVIEW, VOLUME 74, NUMBER 4, WINTER 1966, AND IS AVAILABLE FROM THE UNIVERSITY OF CHICAGO PRESS, CHICAGO, ILLINOIS 60637, AS A REPRINT, 26 PAGES. (LY)

**ED 016 175** AC 001 939
COMMUNITY EDUCATION FOR ADULTS. CURRENT INFORMATION SOURCES, NUMBER 16.
SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT
PUB DATE MAR 68
EDRS PRICE MF-$0.25 HC-$1.20 28P.
DESCRIPTORS *ADULT EDUCATION PROGRAMS, *ANNOTATED BIBLIOGRAPHIES, *COMMUNITY EDUCATION, *COMMUNITY SERVICE PROGRAMS, *FEDERAL PROGRAMS, CITIZENSHIP RESPONSIBILITY, COMMUNITY DEVELOPMENT, GENERAL EDUCATION, HIGHER EDUCATION, LABOR EDUCATION, LEADERSHIP TRAINING, MANPOWER DEVELOPMENT, STATE PROGRAMS, SUBPROFESSIONALS, TRAINING TECHNIQUES, UNIVERSITIES, UNIVERSITY EXTENSION, URBAN AREAS, URBAN EXTENSION, VOLUNTEER TRAINING,

THIS ANNOTATED BIBLIOGRAPHY CONTAINS 43 INDEXED AND ABSTRACTED ENTRIES ON VARIOUS ASPECTS OF COMMUNITY EDUCATION FOR ADULTS, ESPECIALLY COMMUNITY PUBLIC SERVICE, PROJECTS AND PROGRAMS UNDER TITLE I OF THE HIGHER EDUCATION ACT OF 1965 AND OTHER FEDERAL PROGRAMS, REPORTS OF SPECIFIC REGIONAL AND LOCAL PROGRAMS ON MANPOWER DEVELOPMENT, AND URBAN AND RURAL PROJECTS. MOST OF THE DOCUMENTS ARE DATED 1967 WITH SEVERAL DATED 1965 AND 1966. (SG)

**ED 016 176** AC 001 940
*DUBIN, SAMUEL S. AND OTHERS*
EDUCATIONAL NEEDS OF MANAGERS AND SUPERVISORS IN CITIES, BOROUGHS, AND TOWNSHIPS IN PENNSYLVANIA.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE JAN 68
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *EDUCATIONAL NEEDS, *GOVERNMENT EMPLOYEES, *MANAGEMENT EDUCATION, *PUBLIC ADMINISTRATION EDUCATION, *UNIVERSITIES, ADMINISTRATOR CHARACTERISTICS, CITY GOVERNMENT, CORRESPONDENCE STUDY, EDUCATIONAL ATTITUDES, EDUCATIONAL BACKGROUND, INSERVICE EDUCATION, MUNICIPALITIES, NONCREDIT COURSES, PENNSYLVANIA, PROFESSIONAL ASSOCIATIONS, PROFESSIONAL CONTINUING EDUCATION, PROGRAMED INSTRUCTION, QUESTIONNAIRES, STATE SURVEYS, SUPERVISORS, TUITION GRANTS, UNITS OF STUDY (SUBJECT FIELDS),

THIS STUDY WAS UNDERTAKEN BY THE DEPARTMENT OF PLANNING STUDIES, CONTINUING EDUCATION, THE PENNSYLVANIA STATE UNIVERSITY, (A) TO DETERMINE THE PROFESSIONAL EDUCATION NEEDS OF MANAGERS IN MUNICIPALITIES AND SUPERVISORS IN CITIES IN PENNSYLVANIA, (B) TO SUGGEST METHODS OF MEETING THESE NEEDS, AND (C) TO INDICATE THE ROLE OF COLLEGES AND UNIVERSITIES IN HELPING TO MEET THESE NEEDS. DATA WERE COLLECTED THROUGH TWO QUESTIONNAIRES, ONE FOR MANAGERS IN CITIES, BOROUGHS, AND TOWNSHIPS, AND ONE FOR SUPERVISORS IN CITIES. RETURNS WERE RECEIVED FROM 138 MANAGERS IN 28 CITIES, 48 BOROUGHS, AND 20 TOWNSHIPS, AND FROM 186 SUPERVISORS IN 28 CITIES. MANAGERS AND SUPERVISORS PROVIDED INFORMATION ON THEIR BACKGROUND, METHODS OF UPDATING, AND THE ATTITUDE OF LOCAL GOVERNMENT TOWARD EDUCATION. MANAGERS INDICATED THEIR OWN EDUCATIONAL NEEDS AND ALSO THOSE OF THE MEN THEY SUPERVISE ON 68 COURSES. SUPERVISORS RATED THEIR EDUCATIONAL NEEDS ON 16 COURSES. RECOMMENDATIONS ARE MADE FOR EDUCATIONAL INSTITUTIONS, FOR CITIES, BOROUGHS, AND TOWNSHIPS, FOR INDIVIDUAL MANAGERS AND SUPERVISORS, AND FOR PROFESSIONAL ASSOCIATIONS. THE DOCUMENT IS AVAILABLE, FOR $2.00, FROM CONTINUING EDUCATION BUSINESS OFFICE, J.

ORVIS KELLER BUILDING, THE PENNSYLVANIA STATE UNIVERSITY, UNIVERSITY PARK. 16802. 111 PAGES. (AUTHOR/AJ)

**ED 016 177** **AC 001 942**
*DAKIN, RALPH E.*
**THE SOCIAL ASPECTS OF URBANIZATION, A SOCIOLOGICAL PERSPECTIVE ON COMMUNITIES WITH AN EMPHASIS ON THE SOCIAL ASPECTS OF URBANIZATION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 3.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$2.20 53P.**
DESCRIPTORS *COMMUNITY PLANNING, *COMMUNITY PROBLEMS, *SOCIOLOGY, *URBANIZATION, COMMUNITY LEADERS, CONFLICT RESOLUTION, DECISION MAKING, FEASIBILITY STUDIES, KANSAS, KANSAS STATE UNIVERSITY, PARTICIPATION, POPULATION TRENDS, POWER STRUCTURE, REGIONAL PLANNING, STATISTICAL DATA, URBAN ENVIRONMENT, VOLUNTARY AGENCIES,
THE SOCIOLOGICAL PERSPECTIVE DEVELOPED IN THIS MONOGRAPH (PART OF A KANSAS STATE UNIVERSITY SERIES ON COMMUNITY PLANNING AND DEVELOPMENT) FOCUSES ON THE DEMOGRAPHIC AND ECOLOGICAL STRUCTURING OF COMMUNITIES BOTH LARGE AND SMALL, THE CHARACTER OF SOCIAL ORGANIZATION AND OF INTERACTION IN COMMUNITIES, (INCLUDING PATTERNS OF VOLUNTARY PARTICIPATION AND NONPARTICIPATION), COMMUNITY POWER STRUCTURES AND LEADERSHIP, COMMUNITY CLEAVAGES AND CONFLICT, AND THE TREND TOWARD GREATER INTERDEPENDENCE AMONG COMMUNITIES. AN ATTEMPT IS MADE TO SET FORTH THE TRENDS THAT HAVE OCCURRED BECAUSE OF URBANIZATION AND TO EXAMINE IMPLICATIONS FOR COMMUNITY PLANNING AND ACTION. IN PARTICULAR, AN OPPORTUNITY TO IMPROVE THE DISTRIBUTION OF FACILITIES AND SERVICES IN KANSAS IS SEEN IN THE OPTIMISTIC RESPONSES OF COMMUNITY LEADERS TO A RECENT SURVEY ON THE FEASIBILITY OF FORMING INTEGRATED COMPLEXES OF SMALL COMMUNITIES. (THE DOCUMENT INCLUDES EIGHT CHARTS AND 32 REFERENCES.) (LY)

**ED 016 178** **AC 001 943**
*SCHULTZE, WILLIAM A.*
**THE POLITICAL ASPECTS OF URBANIZATION, POLITICAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 4.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$1.56 37P.**
DESCRIPTORS *COMMUNITY ACTION, *GOVERNANCE, *MUNICIPALITIES, *POLITICAL POWER, *URBANIZATION, CITIZEN PARTICIPATION, CITY GOVERNMENT, CITY PLANNING, COMMUNITY PLANNING, COMMUNITY SERVICES, CONFLICT, GOVERNMENT ROLE, GOVERNMENTAL STRUCTURE, KANSAS, LEGAL RESPONSIBILITY, LOS ANGELES, METROPOLITAN AREAS, MIAMI, POLITICAL ATTITUDES, POWER STRUCTURE, STATE GOVERNMENT, STATE LEGISLATION, TORONTO,
PART OF A KANSAS STATE UNIVERSITY SERIES ON COMMUNITY PLANNING AND DEVELOPMENT, THIS MONOGRAPH DISCUSSES THE ROLE OF POLITICS (HERE DEFINED AS THE MEANS BY WHICH CONFLICT AMONG DIVERSE GOALS AND METHODS ARE RESOLVED OR ACCOMMODATED IN SOCIETY) AND GOVERNMENT (ANY INSTITUTION THAT FORMALLY ENACTS AND ADMINISTERS THE RULES OF SOCIETY) IN COMMUNITY ACTION. THE GROUP THEORY OF POLITICS, WHICH STRESSES THE IMPORTANCE OF CONTENDING GROUPS, INDIVIDUALS, AND INTERESTS RATHER THAN THAT OF THE INDIVIDUAL CITIZEN, IS SET FORTH. DIVISIVE AND INTEGRATIVE FORCES AT WORK IN URBAN AND URBAN AFFECTED AREAS ARE THEN EXAMINED IN THE LIGHT OF THIS THEORY. IN THE REALM OF MUNICIPAL GOVERNMENT, THREE BASIC ASPECTS OF THE CURRENT LEGAL STATUS OF KANSAS CITIES ARE DISCUSSED--RELATIONSHIPS BETWEEN STATE AND LOCAL UNITS (INCLUDING PROVISIONS OF THE HOME RULE AMENDMENT), PERMISSIBLE FORMS OF LOCAL GOVERNMENT, AND MUNICIPAL BOUNDARIES. PROBLEMS OF MULTIPLE GOVERNMENTAL JURISDICTION ARE CONSIDERED, TOGETHER WITH SPECIFIC METROPOLITAN SCHEMES ADOPTED BY TORONTO, LOS ANGELES, AND MIAMI. THE DOCUMENT INCLUDES 19 REFERENCES. (LY)

**ED 016 179** **AC 001 944**
*MCGRAW, EUGENE T.*
**THE ECONOMIC ASPECTS OF URBANIZATION, ECONOMIC CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 2.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$2.08 50P.**
DESCRIPTORS *COMMUNITY DEVELOPMENT, *ECONOMIC DEVELOPMENT, *ECONOMIC FACTORS, *REGIONAL PLANNING, *URBANIZATION, COMMUNITY COORDINATION, COMMUNITY PROBLEMS, EMPLOYMENT TRENDS, EVALUATION, INDUSTRIAL STRUCTURE, INDUSTRY, KANSAS, NETWORKS, OCCUPATIONAL CLUSTERS, POPULATION TRENDS, STATISTICAL DATA, URBAN AREAS,
STATISTICAL DATA AND PROJECTIONS ON POPULATION, EMPLOYMENT, AND INCOME IN KANSAS, AS REPORTED IN 1966 BY THE KANSAS OFFICE OF ECONOMIC ANALYSIS, UNDERLINE THE FACT THAT KANSAS IS CHANGING FROM A LARGELY AGRICULTURAL ECONOMY TO A MANUFACTURING-CENTERED, URBAN-ORIENTED ECONOMY. HOWEVER, THE ANTICIPATED PATTERN OF ECONOMIC GROWTH AND DEVELOPMENT IS STILL SOMEWHAT UNEVEN AND NOT ENTIRELY HEALTHLY. AN EXAMINATION OF CERTAIN COMPONENTS OF URBAN CHANGE AND DEVELOPMENT--POPULATION DISTRIBUTION, SOCIOECONOMIC AND POLITICAL CHARACTERISTICS, PHYSICAL FACILITIES, AND THE FLOW OF GOODS AND SERVICES--IN TERMS OF THE BASIC-NONBASIC CONCEPT OF THE URBAN ECONOMIC BASE SUGGESTS THAT BASIC SUPPORT INDUSTRIES SERVING THE POPULATION OUTSIDE A GIVEN URBAN AREA ARE VITAL TO THE ECONOMIC STABILITY OF THE TOWNS AND MEDIUM-SIZED URBAN CENTERS OF KANSAS. THUS, THE CONCEPT OF URBAN CONFEDERATIONS, AIDED BY ADEQUATE MEANS OF TRANSPORTATION AND COORDINATED EMPLOYMENT SERVICES, AS A MEANS OF PERSERVING AND STIMULATING DIVERSIFIED REGIONAL ECONOMIES MAY BE OF VALUE TO INDIVIDUAL COMMUNITIES FACING THE COMPLEX PROBLEMS CREATED BY DIMINISHING ECONOMIC ACTIVITY. (THE DOCUMENT INCLUDES THREE MAPS, 17 CHARTS, AND 11 REFERENCES.) (LY)

**ED 016 180** **AC 001 945**
*DEINES, VERNON P.*
**URBANIZATION, PLANNING AND HIGHER EDUCATION EXTENSION, GENERAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 1.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE JUN 67
**EDRS PRICE MF-$0.25 HC-$1.60 38P.**
DESCRIPTORS *COMMUNITY ACTION, *COMMUNITY DEVELOPMENT, *UNIVERSITY EXTENSION, *URBAN EXTENSION, *URBANIZATION, COMMUNITY PLANNING, FEDERAL LEGISLATION, GOVERNMENT ROLE, HIGHER EDUCATION ACT OF 1965 TITLE 1, KANSAS STATE UNIVERSITY, REGIONAL PLANNING, RURAL EXTENSION, RURAL URBAN DIFFERENCES, UNIVERSITIES,
THE FIRST IN A KANSAS STATE UNIVERSITY SERIES DESIGNED TO DEVELOP AN UNDERSTANDING OF THE PROCESS OF URBANIZATION AND TO ESTABLISH A DIALOGUE BETWEEN URBAN PLANNERS AND PLANNING THEORETICIANS THROUGH HIGHER EDUCATION EXTENSION, THIS ESSAY FOCUSES ON THE NATURE AND IMPACT OF URBANIZATION, THE EXTENT OF THE NEED FOR URBAN PLANNING, THE PURPOSES AND THE PROPER SCOPE OF URBAN PLANNING, AND THE ROLE OF UNIVERSITIES IN COMMUNITY DEVELOPMENT AND IN THE EMERGING, HIGHLY PROBLEM ORIENTED FIELD OF URBAN EXTENSION. ALSO DESCRIBED ARE THE ORIGINS OF URBAN EXTENSION IN AGRICULTURAL AND UNIVERSITY EXTENSION, SOCIOLOGICAL RESEARCH ON URBAN AND RURAL DISTINCTIONS AND INTERRELATIONSHIPS, AND THE CREATION OF THIS MONOGRAPH SERIES AND RELATED CONFERENCES, WORKSHOPS, AND REGIONAL SHORT COURSES (1966-67) UNDER TITLE 1 OF THE HIGHER EDUCATION ACT OF 1965. THE DOCUMENT INCLUDES 32 REFERENCES AND A THREE STAGE DIAGRAM OF URBANIZATION AND PLANNING RELATIONSHIPS. (LY)

**ED 016 181** **AC 001 946**
*WEISENBURGER, RAY B.*
**THE COMMUNITY PLANNING PROCESS. KANSAS STATE UNIVERSITY SHORT COURSE SERIES ON COMMUNITY PLANNING AND DEVELOPMENT, 6.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$1.64 39P.**
DESCRIPTORS *CITY PLANNING, *COMMUNITY DEVELOPMENT, *COMMUNITY PLANNING, *PROGRAM ADMINISTRATION, *PROGRAM PLANNING, COMMUNITY CONSULTANTS, DATA COLLECTION, EVALUATION, FEDERAL GOVERNMENT, FINANCIAL SUPPORT, GOVERNMENT ROLE, INFORMATION NEEDS, KANSAS, KANSAS STATE UNIVERSITY, LAND USE, MANHATTAN, MAPS, PLANNING COMMISSIONS, PROMOTION (PUBLICIZE), RECRUITMENT, SELECTION, STATE GOVERNMENT, URBAN AREAS,
PART OF A KANSAS STATE UNIVERSITY SERIES ON COMMUNITY PLANNING AND

DEVELOPMENT, THIS MONOGRAPH DISCUSSES THE STAGES IN THE PREPARATION AND IMPLEMENTATION OF COMPREHENSIVE URBAN SCHEMES. FIRST OF ALL, SOCIAL ACCEPTANCE, ECONOMIC, FEASIBILITY, POLITICAL RESPONSIBILITY, AND ENVIRONMENTAL SATISFACTION ARE VITAL TO SUCCESSFUL PLANNING. ORGANIZATION FOR PLANNING CLASS FOR A RECOGNITION OF NEEDS, CREATION AND APPROVAL OF A LEGAL PLANNING DOCUMENT, FORMATION OF A PLANNING COMMISSION, RECRUITMENT OF A PROFESSIONAL PLANNER, AND LOCAL OR FEDERAL FUNDING. THE PREPARATION STAGE ENTAILS SETTING AND REFINING GOALS AND OBJECTIVES, CONDUCTING A THOROUGH COMMUNITY SURVEY AND ANLYZING THE RESULTS, AND DEVISING SUCH MEANS AS ZONING REGULATIONS, OFFICIAL MAPS, AND CAPITAL IMPROVEMENT PROGRAMS TO CARRY OUT THE PLAN. PROVISIONS MUST BE MADE FOR LAND USE, COMMUNITY FACILITIES, PUBLIC UTILITIES, TRANSPORTATION AND CIRCULATION, PARK, RECREATIONAL, AND OPEN SPACE, AND REJUVENATION OF THE CENTRAL BUSINESS DISTRICT. BROADLY BASED COOPERATION AND SUPPORT, PERIODIC REVIEW AND REVISION, AND LONG RANGE FINANCIAL PLANNING ARE NEEDED TO KEEP THE PLAN IN OPERATION. (THE DOCUMENT INCLUDES 19 REFERENCES, AN EVALUATION OF VARIOUS PLANNING TECHNIQUES, AND A PROPOSED LAND USE MAP OF MANHATTAN, KANSAS. (LY)

**ED 016 182** **AC 001 947**
*MCGRAW, EUGENE T.*
**THE PHYSICAL ASPECTS OF URBANIZATION, PHYSICAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 5.**
KANSAS STATE UNIV., MANHATTAN, AGR. AND APPL. SCI.
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$1.32 31P.**
DESCRIPTORS *COMMUNITY DEVELOPMENT, *LAND USE, *PHYSICAL ENVIRONMENT, *THEORIES, *URBANIZATION, BUSINESS, COMMUNITY ACTION, COMMUNITY PROBLEMS, EVALUATION, INDUSTRY, KANSAS, PUBLIC FACILITIES, RESIDENTIAL PATTERNS, SOCIOECONOMIC INFLUENCES, TRANSPORTATION, URBAN SLUMS,

PART OF A KANSAS STATE UNIVERSITY SERIES ON COMMUNITY PLANNING AND DEVELOPMENT, THIS MONOGRAPH DESCRIBES AND DEFINES THE NATURE OF URBAN CENTERS AS PHYSICAL ENTITIES. BASIC LAND USE CATEGORIES AND SUBDIVISIONS, FUNCTIONAL CLASSIFICATIONS OF COMMUNITIES IN THE UNITED STATES (MANUFACTURING, RETAIL, WHOLESALE, DIVERSIFIED, TRANSPORTATION, MINING, UNIVERSITY, RESORT AND RETIREMENT), AND BASIC URBAN FORMS (CONCENTRIC ZONES, SECTORS, MULTIPLE NUCLEI, LINEAR FORM) AND COMPOSITES , THEREOF, MARKED BY VARYING PATTERNS OF COMMERCIAL, INDUSTRIAL, AND RESIDENTIAL DEVELOPMENT, ARE PRESENTED AS A FRAMEWORK FOR ANALYZING THE PHYSICAL CHARACTERISTICS AND NEEDS OF COMMUNITIES. THE PHYSICAL AND SOCIOECONOMIC CAUSES OF URBAN BLIGHT ARE THEN DISCUSSED, TOGETHER WITH THE PROBLEM OF EVALUATING BLIGHT AND CORRECTING IT. THE AUTHOR CONCLUDES THAT, IN ORDER TO MEET EXISTING PHYSICAL NEEDS AND PROVIDE FOR FUTURE GENERATIONS, AMERICAN CITIES MUST HAVE PROMPT AND EFFECTIVE GOVERNMENT ASSISTANCE, FINANCIAL AND OTHERWISE, AT ALL LEVELS. THE DOCUMENT INCLUDES FOUR ILLUSTRATIONS, A LAND USE MAP OF MANHATTAN, KANSAS, AND EIGHT REFERENCES. (LY)

**ED 016 183** **AC 001 949**
*CHILDS, GAYLE B. AND OTHERS*
**AN ANNOTATED BIBLIOGRAPHY OF CORRESPONDENCE STUDY, 1897-1960. PRELIMINARY FORM.**
NATIONAL UNIV. EXTENSION ASSN., MINNEAPOLIS, MINN.
PUB DATE 60
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *CORRESPONDENCE COURSES, *CORRESPONDENCE SCHOOLS, *CORRESPONDENCE STUDY, *HISTORICAL REVIEWS, ACADEMIC ACHIEVEMENT, ACADEMIC STANDARDS, ADULT EDUCATION, ELEMENTARY EDUCATION, HIGHER EDUCATION, RESEARCH, RURAL EXTENSION, SECONDARY EDUCATION, SUPERVISION, UNIVERSITY EXTENSION,

IN THIS RETROSPECTIVE ANNOTATED BIBLIOGRAPHY ON CORRESPONDENCE STUDY, 1897 THROUGH 1960, ABOUT 1000 BOOKS, RESEARCH REPORTS, POPULAR AND SCHOLARLY ARTICLES, CONFERENCE PROCEEDINGS, AND OTHER DOCUMENTS ON CORRESPONDENCE STUDY ARE CITED OR ABSTRACTED. THE MAJOR AREAS OF SUBJECT MATTER INCLUDE VOCATIONAL AND TECHNICAL EDUCATION, RURAL AND AGRICULTURAL EXTENSION, UNIVERSITY EXTENSION, SECONDARY AND ELEMENTARY EDUCATION, LANGUAGE INSTRUCTION, EDUCATIONAL METHODS, TEACHER EDUCATION, STUDENT PARTICIPATION AND ACHIEVEMENT, COMPARATIVE EDUCATION, AND ISSUES RELATING TO CREDENTIALS, ACADEMIC STANDARDS, AND THE DETECTION AND ELIMINATION OF FRAUD IN COMMERCIAL CORRESPONDENCE SCHOOLS. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION, 1820 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. 20036. 223 PAGES. (LY)

**ED 016 184** **AC 001 950**
*SLOAN, DENVER*
**SURVEY STUDY OF CORRESPONDENCE DROPOUTS AND CANCELLATIONS.**
KENTUCKY UNIV., LEXINGTON
PUB DATE DEC 65
**EDRS PRICE MF-$0.25 HC-$0.64 14P.**
DESCRIPTORS *ADULT DROPOUTS, *CORRESPONDENCE STUDY, *DROPOUT PREVENTION, *ENROLLMENT INFLUENCES, *STATISTICAL DATA, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, QUESTIONNAIRES, READING ASSIGNMENTS, STUDENT TEACHER RELATIONSHIP, TIME FACTORS (LEARNING), UNITS OF STUDY (SUBJECT FIELDS), UNIVERSITY EXTENSION,

TO DETERMINE WHY ONE-THIRD OF THE STUDENTS ENROLLING IN CORRESPONDENCE WORK DURING ANY CALENDAR YEAR DO NOT COMPLETE THE COURSES AND TO ELICIT SUGGESTIONS FOR REDUCING THE NUMBER OF DROPOUTS AND CANCELLATIONS, QUESTIONNAIRES WERE MAILED TO 762 CORRESPONDENCE STUDY DROPOUTS. DATA FROM THE 135 QUESTIONNAIRES RETURNED ARE TABULATED IN THIS STUDY. DEGREE AND CERTIFICATION REQUIREMENTS AND SELF-IMPROVEMENT WERE REASONS MOST OFTEN CITED FOR ENROLLMENT. THE MAJOR REASON FOR NON-COMPLETION WAS LACK OF TIME. IN COMPARING RESIDENCE AND CORRESPONDENCE INSTRUCTION, RESPONDENTS THOUGHT CORRESPONDENCE STUDY WAS MORE WORK AND LESS INTERESTING, BECAUSE OF LACK OF CLASSROOM CONTACT. RECOMMENDATIONS BASED ON THE STUDY ARE THAT--(1) CORRESPONDENCE STUDY GUIDES HAVE A VARIETY OF ASSIGNMENTS INCLUDING MORE THOUGHT-PROVOKING QUESTIONS, (2) INSTRUCTORS OFFER MORE SUGGESTIONS AND CRITICISMS BY REGISTERING COMMENTS ON ASSIGNMENTS RETURNED TO STUDENTS, (3) PROVISION BE MADE FOR TIME EXTENSIONS, (4) LESS WRITING BE REQUIRED IN ASSIGNMENT PREPARATION, (5) MORE NONTECHNICAL COURSES BE MADE AVAILABLE BY CORRESPONDENCE, AND (6) APPLICANTS FOR CORRESPONDENCE STUDY BE SCREENED. (AJ)

**ED 016 185** **AC 001 951**
*ALLEN, CHESTER WEDEMEYER, CHARLES A.*
**"EXTENDING TO THE PEOPLE," THE STORY OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF WISCONSIN.**
WISCONSIN UNIV., MADISON
PUB DATE 57
**EDRS PRICE MF-$0.25 HC-$2.36 57P.**
DESCRIPTORS *CORRESPONDENCE STUDY, *HISTORICAL REVIEWS, *PROGRAM ADMINISTRATION, *UNIVERSITY EXTENSION, ADMINISTRATIVE POLICY, CHIEF ADMINISTRATOR, CORRESPONDENCE COURSE, ENROLLMENT INFLUENCES, ENROLLMENT TRENDS, FINANCIAL POLICY, INSTRUCTIONAL STAFF, PARTICIPANT CHARACTERISTICS, PROGRAM EVALUATION, TEXTBOOK PUBLICATIONS,

IN CELEBRATION OF THE FIRST FIFTY YEARS OF ITS EXTENSION DIVISION, THE UNIVERSITY OF WISCONSIN PUBLISHED THE STORY OF ITS CORRESPONDENCE STUDY PROGRAM, WHICH OUTLINED FACTORS AFFECTING ITS DEVELOPMENT. A PREDICTED INCREASE OF ENROLLMENT WAS ATTRIBUTED TO SUCH FACTORS AS FEDERAL ASSISTANCE TO SERVICEMEN AND INCREASED ACCEPTANCE OF THE CORRESPONDENCE METHOD. STATISTICS ON STUDENT ACHIEVEMENT SHOWED THAT CORRESPONDENCE STUDY WAS AS EFFECTIVE AS RESIDENT CLASSROOM INSTRUCTION. MILESTONES IN THE HISTORY OF THE DIVISION INCLUDED THE FARMERS' INSTITUTES BEGUN IN 1885, THE ORGANIZATION OF THE EXTENSION DIVISION IN 1906, AND THE CREATION OF A SEPARATE EXTENSION STAFF IN 1908. MEMBERS OF THE STAFF WROTE TEXTBOOKS FOR CORRESPONDENCE STUDY AND TESTED THEM IN CLASS SITUATIONS. THE WIDE PUBLICITY GIVEN THE TEXTS WAS A FACTOR IN THE TREMENDOUS INCREASE IN ENROLLMENT, WITH THE PEAK OF OPERATION IN JULY 1920 WHEN 33,659 PERSONS WERE ENROLLED IN VOCATIONAL COURSES AND 14,989 IN ACADEMIC COURSES. THE CREATION OF CLASS CENTERS THROUGHOUT THE STATE AND COOPERATION IN THE USAFI PROGRAM GREATLY AFFECTED EXTENSION AT WISCONSIN. SINCE 1954 THERE HAVE BEEN STEADY INCREASES IN ENROLLMENT IN CORRESPONDENCE COURSES. (RT)

**ED 016 186** **AC 001 952**
*WEDEMEYER, CHARLES A., ED.*

THE BRANDENBERG MEMORIAL ESSAYS ON CORRESPONDENCE INSTRUCTION--1.
WISCONSIN UNIV., MADISON
PUB DATE 63
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CORRESPONDENCE STUDY, *HISTORICAL REVIEWS, *INDIVIDUAL INSTRUCTION, *LEARNING PROCESSES, *PROGRAM ADMINISTRATION, AUSTRALIA, EXTENSION EDUCATION, GENERAL EDUCATION, GROUP INSTRUCTION, HIGHER EDUCATION, SECONDARY EDUCATION, SUPERVISION, UNITED STATES, UNIVERSITY EXTENSION, UNIVERSITY OF WISCONSIN, W H LIGHTY,
THE FIRST ESSAY IN THIS MEMORIAL ANTHOLOGY ASSERTS THAT CORRESPONDENCE COURSES CONCEIVED IN A MATURE, REALISTIC SPIRIT CAN MAKE A UNIQUE CONTRIBUTION TO LIBERAL ADULT EDUCATION. IN THE NEXT, A NEED IS SEEN TO REASSESS ADMINISTRATIVE POLICIES AND TO MAKE RADICAL CHANGES IN KEEPING WITH CURRENT DEMANDS AND RESOURCES. ANOTHER AUTHOR REVIEWS THE HISTORY OF SUPERVISED CORRESPONDENCE STUDY DURING THE 1920'S AND 1930'S AND INDICATES WAYS TO REALIZE MORE FULLY THE POTENTIAL OF THIS METHOD. AN ADDRESS BY A FORMER CORRESPONDENCE TEACHER STRESSES AND ILLUSTRATES THE ADVANTAGES OF CORRESPONDENCE STUDY A A MEANS OF INTENSIVE AND INDIVIDUALIZED TRAINING. ANOTHER ESSAY ANALYZES FREQUENTLY ENCOUNTERED PROBLEMS IN STUDENT MOTIVATION, GUIDANCE, INSTRUCTION, AND EVALUATION. A SECOND HISTORICAL STUDY TRACES THE CAREER OF WILLIAM LIGHTLY, PIONEER IN EXTENSION EDUCATION AND THE HEAD (1906-37) OF THE DEPARTMENT OF CORRESPONDENCE STUDY AT THE UNIVERSITY WISCONSIN. FINALLY, EDUCATIONAL SERVICES, ADMINISTRATIVE ARRANGEMENTS, AND RECENT TRENDS IN AUSTRALIAN CORRESPONDENCE STUDY ARE DISCUSSED. THIS DOCUMENT IS AVAILABLE, FOR $1.00, FROM THE UNIVERSITY EXTENSION DIVISION, UNIVERSITY OF WISCONSIN, MADISON 57306. 81 PAGES. (LY)

**ED 016 187** AC 001 963
DOCUMENTS AND INSTRUCTIONS OF THE ACCREDITING COMMISSION.
NATIONAL HOME STUDY COUNCIL, WASHINGTON, D.C.
PUB DATE SEP 61
EDRS PRICE MF-$0.25 HC-$1.88 45P.
DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *CORRESPONDENCE SCHOOLS, *EVALUATION METHODS, *GUIDES, *PROGRAM EVALUATION, ADMISSION (SCHOOL), EDUCATIONAL OBJECTIVES, INSTRUCTIONAL MATERIALS, NATIONAL HOME STUDY COUNCIL, PHYSICAL FACILITIES, PROMOTION (PUBLICIZE), RATING SCALES, STUDENT PERSONNEL SERVICES, TEACHER QUALIFICATIONS, TUITION,
THE NATIONAL HOME STUDY COUNCIL, A VOLUNTARY MEMBERSHIP ORGANIZATION OF PRIVATE HOME STUDY SCHOOLS, HAS PUBLISHED UNDER ONE COVER THE DOCUMENTS AND INSTRUCTIONS OF ITS ACCREDITING COMMISSION. THE FIRST OF NINE DOCUMENTS STATES THE OBJECTIVES AND PROCEDURES FOR ACCREDITATION BY THE COUNCIL. IT EXPLAINS (1) HOW A SCHOOL SUBMITS AN APPLICATION FOR ACCREDITATION, GOES THROUGH A SELF-EVALUATION, AND SUBMITS REPORTS OF THAT EVALUATION, (2) HOW THE EXAMINING COMMITTEE VISITS THE SCHOOL, GATHERS ADDITIONAL DATA, STIMULATES IDEAS FOR IMPROVEMENT WHEREVER POSSIBLE AND MAKES A FACTUAL REPORT TO THE ACCREDITING COMMISSION, AND (3) HOW THE ACCREDITING COMMISSION ASSEMBLES OTHER DATA FROM SOURCES SUCH AS STUDENTS, GRADUATES, AND GOVERNMENTAL AGENCIES, AND MEETS TO CONSIDER THE REPORTS AND TAKE ACTION. OTHER DOCUMENTS INCLUDED ARE THE APPLICATION FOR ACCREDITATION, A RATING FORM FOR EXAMINERS AND SUBJECT SPECIALIST REVIEWERS, A GUIDE TO SELF-EVALUATION, A REQUEST FOR EXAMINING COMMITTEE VISIT, INSTRUCTIONS FOR STUDIES OF STUDENT PROGRESS, A SCHEDULE FOR PAYING FEES, AND THE ANNUAL REPORT BY MEMBER SCHOOLS. ALSO INCLUDED ARE STATEMENTS OF OBJECTIVES AND PROCEDURES, STANDARDS FOR ACCREDITING THE SCHOOLS, RESPONSIBILITIES OF MEMBERS OF EXAMINING COMMITTEES, AND HOW THE ACCREDITING COMMISSION RECEIVES AND ACTS UPON APPLICATIONS. (RT)

**ED 016 188** AC 001 964
*MEYER, WILLIAM F.*
GUIDE FOR SELF-EXAMINATION AND PLANNING, THE CLUB ANALYSIS PROGRAM OF INDUSTRIAL MANAGEMENT CLUBS OF THE YMCA.
NATIONAL BOARD OF YOUNG MENS CHRISTIAN ASSN.
PUB DATE 66
EDRS PRICE PRICE MF-$0.25 HC-$0.76 17P.
DESCRIPTORS *CLUBS, *GUIDES, *INDUSTRIAL PERSONNEL, *PROGRAM EVALUATION, ADMINISTRATOR ATTITUDES, COMMUNITY SERVICE PROGRAMS, GROUP MEMBERSHIP, INDIVIDUAL NEEDS, INDUSTRIAL EDUCATION, LEADERSHIP, LEADERSHIP RESPONSIBILITY, MANAGEMENT DEVELOPMENT, MEETINGS, NATIONAL COUNCIL OF INDUSTRIAL MANAGEMENT CLUBS, PARTICIPATION, PERSONAL INTERESTS, PUBLIC RELATIONS, SUPERVISORY TRAINING, VOLUNTARY AGENCIES, YOUNG MENS CHRISTIAN ASSOCIATION,
THIS GUIDE PROVIDES A QUESTION AND ANSWER METHOD IN WHICH LEADERS OF INDUSTRIAL MANAGEMENT CLUBS (IMC) MAY EVALUATE CLUB PROGRESS AND ACCOMPLISHMENTS. A REPORT OF A NATIONAL STUDY MADE BY GEORGE WILLIAMS COLLEGE ON I.M.C. MEMBERS AND THEIR ATTITUDES TOWARD CLUB PROGRESS IS PROVIDED AS A GUIDE FOR GATHERING INFORMATION. A SMALL CORE STEERING COMMITTEE SHOULD BE APPOINTED TO OVERSEE THE ANALYSIS OF THE PROGRAM AND SHOULD COMPLETE ANALYSIS OF THE FIRST THREE AREAS--COMPOSITION AND DIVERSITY OF MEMBERSHIP AND GENERAL OPERATING OBJECTIVES. SPECIAL COMMITTEES SHOULD BE APPOINTED TO COMPLETE ANALYSIS OF MONTHLY MEETINGS, EDUCATIONAL PROJECTS, RELATIONSHIPS WITH TOP MANAGEMENT, CLUB LEADERSHIP DEVELOPMENT, SERVICE PROJECTS, CLUB SIZE AND PARTICIPATION, AND RELATIONSHIP WITH THE YMCA AND NATIONAL COUNCIL OF INDUSTRIAL MANGEMENT CLUBS. AFTER ANALYSIS IS COMPLETED, A MASTER PLAN FOR CLUB IMPROVEMENT, BASED ON RECOMMENDATIONS, SHOULD BE MADE. THE APPENDIX INCLUDES THE RESEARCH REPORT, CLUB ANALYSIS PROGRAM MANAGEMENT CHECK LIST, AND A CLUB COMPOSITION INQUIRY FORM. (PT)

**ED 016 189** AC 001 969
*DANZIG, MARTIN E.*
THE MOTIVATIONS OF COMMUNITY LEADERS, AN EXPLORATORY AND DESCRIPTIVE STUDY OF THE DEVIATIONS BETWEEN THE MOTIVATIONS OF PEOPLE WHO ASSUME LEADERSHIP ROLES IN THE COMMUNITY AND THOSE MOTIVATIONS WHICH ARE USED FOR THE SELECTION OF LEADERS.
PUB DATE 59
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COMMUNITY LEADERS, *LEADERSHIP, *LEADERSHIP QUALITIES, *MOTIVATION, *PERSONNEL SELECTION, CITIZEN PARTICIPATION, COMMUNITY INVOLVEMENT, DOCTORAL THESES, ECONOMIC FACTORS, INDIVIDUAL CHARACTERISTICS, INTERVIEWS, RESEARCH, REWARDS, SOCIAL STATUS,
THE STUDY TESTED THE HYPOTHESIS THAT THERE IS SOME DEVIATION BETWEEN MOTIVATIONS FOR ACCEPTANCE OF A LEADERSHIP ROLE AND THOSE THAT URGE THE SAME PERSON TO SELECT ANOTHER FOR A POSITION OF AUTHORITY. LEADERSHIP-ACCEPTANCE DRIVES MAY BE EXTERNAL (REWARDS AND PRESSURES) OR INTERNAL (SATISFACTIONS DERIVED FROM A LEADERSHIP EXPERIENCE). SIX MAJOR QUALIFICATIONS FOR LEADERSHIP-SELECTION WERE PROPOSED. FIFTY-ONE RESPONDENTS, SELECTED FROM SIX SOCIAL AGENCIES IN PERTH AMBOY, NEW JERSEY, COMPRISED THE SAMPLE POPULATION. FOUR TESTING INSTRUMENTS WERE USED--A LEADERSHIP MOTIVATION INTERVIEW GUIDE, A PERSONAL DATA RECORD, AND A LEADERSHIP SELECTION PARTICIPATION SCALE (ALL DESIGNED FOR THIS INQUIRY), AND A STANDARD SOCIAL PARTICIPATION SCALE. THE CONSCIOUS MOTIVATIONS FOR LEADERSHIP ACCEPTANCE INCLUDED ECONOMIC GAIN, DESIRE FOR PRESTIGE, COMMUNITY WELFARE, CONDITIONED CIRCUMSTANCE, AND DEVOTION TO LEADER. REWARDS WERE SATISFACTIONS AND STATUS, AND SOCIAL AND ECONOMIC FORCES WERE RECOGNIZED PRESSURES. SATISFACTIONS WERE COMMUNITY WELFARE, EXPERTNESS, ACHIEVEMENT, AND STATUS. IN SELECTING ANOTHER PERSON AS A LEADER, SPECIFIC SKILLS AND PERSONAL CHARACTERISTICS WERE THE MAJOR REQUIREMENTS. CHI-SQUARE TESTS SUGGESTED THAT THESE MOTIVATIONS WERE SIGNIFICANTLY DIFFERENT FROM OTHER CATEGORIES. THIS DOCUMENT, LC CARD NO. MIC 59-6238, IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. MICROFILM $3.85. XEROX $13.50. 297 PAGES. (AUTHOR/AJ)

**ED 016 190** AC 001 970
*SAVIDES, HAROLD A.*
AN IDENTIFICATION OF SOME CHARACTERISTICS OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT OF AN EVENING TECHNICAL CURRICULUM.
PUB DATE 60
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ADULT DROPOUTS, *DROPOUT CHARACTERISTICS, *EVENING CLASSES, *TECHNICAL EDUCATION, *UNIVERSITY EXTENSION, ACADEMIC PERFORMANCE, COUNSELING SERVICES, DEPENDENTS, DOCTORAL THESES, FINANCIAL SUPPORT, GOAL ORIENTATION, INTERVIEWS, MOTIVATION, ORGANIZATIONS

(GROUPS), PENNSYLVANIA STATE UNIVERSITY, RESEARCH, TIME PERSPECTIVE,

THE 43 MALE STUDENTS STARTING THE MECHANICAL AND PRODUCTION TOOL DESIGN CURRICULUM OF THE PENNSYLVANIA STATE UNIVERSITY OGONTZ CENTER AT ABINGTON, IN THE SCHOOL YEAR 1953-54, ALL EMPLOYED FULL TIME IN 19 AREA FIRMS, WERE CONSIDERED IN TWO GROUPS--DROPOUTS (STUDENTS WHO DID NOT REMAIN WITHIN THE PROGRAM TO COMPLETE THE FIVE YEARS OF COURSE WORK REQUIRED FOR THE DIPLOMA) AND COMPLETERS. DATA WERE OBTAINED BY INDIVIDUAL, TAPE RECORDED INTERVIEWS WITH 37 STUDENTS. MOST OF THE DROPOUTS LEFT IN THE FIRST YEAR OR TWO OF THE PROGRAM. COMPLETERS SEEMED TO HAVE THEIR GOALS MORE CLEARLY IN MIND, PLAN THEIR TIME BETTER, BE SOMEWHAT MORE MATURE, AND HAVE GREATER DEPENDENCY OBLIGATIONS, WHICH EXPANDED DURING THEIR ENROLLMENT. THEY WERE EMPLOYED IN LARGER COMPANIES WHERE THEY MIGHT HAVE GREATER PROGRAM GUIDANCE, MORE COMPANIONSHIP IN THE PROGRAM, RECEIVE LARGER AMOUNTS OF FINANCIAL AID, AND HAVE BEEN MORE CAREFULLY SELECTED AT THE TIME OF ORIGINAL EMPLOYMENT. THERE WERE NO SIGNIFICANT AGE DIFFERENCES BETWEEN THE TWO GROUPS. OTHER EDUCATIONAL PROGRAMS HAD ATTRACTED 65 PERCENT OF THE STUDENTS BEFORE OR AFTER THE PEEN STATE PROGRAM. THIS DOCUMENT, LC CARD NO. MIC 60-3262, IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICH. MICROFILM $2.90. XEROX $10.15. 224 PAGES. (AUTHOR/AJ)

**ED 016 191** AC 001 985
*STEEVES, ROY W.*
**A HANDBOOK FOR TEACHERS OF ENGLISH (AMERICANIZATION-LITERACY). REVISED EDITION.**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$3.12 76P.**

DESCRIPTORS *AUDIOLINGUAL METHODS, *CURRICULUM GUIDES, *ENGLISH (SECOND LANGUAGE), *INSTRUCTIONAL AIDS, LANGUAGE INSTRUCTION, LANGUAGE TESTS, PATTERN DRILLS (LANGUAGE), PROGRAM ADMINISTRATION, SECOND LANGUAGE LEARNING, STUDENT CHARACTERISTICS, TEACHER QUALIFICATIONS, TESTING, TEXTBOOK SELECTION,

THIS HANDBOOK WAS PREPARED BY TEACHERS OF ADULTS, BASED ON THEIR PRACTICAL EXPERIENCE, AS A GUIDE FOR THOSE NEWLY ASSIGNED TO TEACH ENGLISH IN THE AMERICANIZATION PROGRAM OF CALIFORNIA'S ADULT SCHOOLS. CHAPTERS COVER TEACHER QUALIFICATIONS, STUDENT CHARACTERISTICS, WHAT TO TEACH (IN WHICH THE CURRICULUM IS OULINED FOR FOUR SEQUENTIAL LEVELS), TEXTBOOK SELECTION, EVALUATION (THROUGH TESTING AND BY TEACHER OBSERVATION, AND TEACHER SELF-EVALUATION), AND ADMINISTRATION OF THE PROGRAM. THE AUDIOLINGUAL APPROACH TO TEACHING ENGLISH AS A SECOND LANGUAGE IS EMPHASIZED, INCLUDING SPEAKING, WRITING, AND READING ENGLISH, PATTERN PRACTICE, AND TEACHING AIDS. REFERENCES FOLLOW EACH CHAPTER. (AJ)

**ED 016 192** AC 001 987
*HANSEN, F. LLOYD*
**CORRESPONDENCE STUDY DEPARTMENT, A HISTORICAL SKETCH.**
MINNESOTA UNIV., ST. PAUL, GENERAL EXTENSION DIV.
PUB DATE 57
**EDRS PRICE MF-$0.25 HC-$1.44 34P.**

DESCRIPTORS *CORRESPONDENCE STUDY, *HISTORICAL REVIEWS, *UNIVERSITY EXTENSION, ADMINISTRATIVE POLICY, CHIEF ADMINISTRATORS, CREDIT COURSES, EDUCATIONAL RADIO, ENROLLMENT TRENDS, FINANCIAL POLICY, GROUP INSTRUCTION, HIGHER EDUCATION, INSTRUCTIONAL TELEVISION, LIBERAL ARTS, MILITARY PERSONNEL, PRISON EDUCATION, REHABILITATION PROGRAMS, RESEARCH PROJECTS, SCHOOL HOLDING POWER, SECONDARY EDUCATION, STATISTICAL DATA, UNIVERSITY OF MINNESOTA, VETERANS EDUCATION,

THE DEPARTMENT OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF MINNESOTA STRESSED LIBERAL ARTS CREDIT COURSES DURING ITS EARLY PERIOD. EXCEPT DURING 1933-37, GROWTH BETWEEN 1913 AND 1953 WAS RAPID AND QUITE CONSISTENT, RISING FROM 83 REGISTRATIONS IN 1913-14 TO 3,458 IN 1952-53. TEACHERS, COLLEGE GRADUATES, HIGH SCHOOL STUDENTS PREPARING FOR COLLEGE, HIGH SCHOOL AND COLLEGE STUDENTS SEEKING EXTRA CREDITS, TECHNICAL AND SEMIPROFESSIONAL WORKERS, PRISONERS, MILITARY PERSONNEL (IN CONJUNCTION WITH THE UNITED STATES ARMED FORCES INSTITUTE DURING 1941-47 AND UNDER THE GI BILL SINCE 1946) HAVE COMPRISED THE MAJOR CLIENTELE. THE PROGRAMS FOR SERVICEMEN AND AN EXPERIMENT WITH EDUCATIONAL RADIO PROVED LESS THAN SUCCESSFUL, BUT OTHER EFFORTS, INCLUDING A 1955 SERIES OF TELEVISED COURSES IN CHILD PSYCHOLOGY, HAVE SHOWN GREAT SUCCESS. ANALYSES OF CORRESPONDENCE RECORDS OVER THE YEARS HAVE SHOWN, AMONG OTHER THINGS, AN OVERALL COMPLETION RATE OF OVER 50 PERCENT), AN AVERAGE COMPLETION TIME OF 28 WEEKS PER COURSE, AND A PREDOMINANCE OF CREDIT STUDENTS AND THOSE WITH ADVANCED ACADEMIC STANDING. (ALSO INCLUDED ARE A CHART AND TWO TABLES, COURSE AND CREDIT, CHIEF ADMINISTRATORS, ADMINISTRATIVE RESPONSIBILITY, AND PROPOSED AREAS FOR EXPANDED USE OF UNIVERSITY CORRESPONDENCE STUDY.) (LY)

**ED 016 193** AL 000 598
*BIDWELL, CHARLES E.*
**ALPHABETS OF THE MODERN SLAVIC LANGUAGES.**
PITTSBURGH UNIV., PA.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.16 27P.**

DESCRIPTORS *CYRILLIC ALPHABET, *ORTHOGRAPHIC SYMBOLS, *SLAVIC LANGUAGES, *WRITTEN LANGUAGE, AREA STUDIES, BIELORUSSIAN, BULGARIAN, CHURCH SLAVIC, CONTRASTIVE LINGUISTICS, CZECH, DIACHRONIC LINGUISTICS, EUROPEAN HISTORY, GRAZDANKA, MACEDONIAN, POLISH, RUSSIAN, SERBOCROATIAN, SLOVAK, SLOVENIAN, UKRAINIAN,

THE TABLES AND ACCOMPANYING EXPLANATIONS IN THIS OUTLINE ARE INTENDED FOR THE NON-SPECIALIST IN SLAVIC LANGUAGES WHO WISHES TO LEARN THE APPROXIMATE PRONUNCIATION AND TRANSLITERATION OF WORDS WRITTEN IN THE SLAVIC ALPHABET. EACH ALPHABET TREATED (CZECH, RUSSIAN, UKRAINIAN, BIELORUSSIAN, BULGARIAN, SLOVENIAN, SERBO-CROATIAN, POLISH, CHURCH SLAVIC, AND MACEDONIAN) IS PRESENTED SEPARATELY IN TABLE FORM. A BRIEF HISTORY OF THE ADOPTION AND USE OF EACH ALPHABET IS GIVEN WITH APPROXIMATE ENGLISH EQUIVALENTS FOR SOME OF THE SOUNDS REPRESENTED BY THE CYRILLIC OR LATIN LETTERS. THIS DOCUMENT IS ALSO AVAILABLE FOR $0.75 FROM THE AUTHOR, UNIVERSITY OF PITTSBURGH, PITTSBURGH, PA. 15213. (JD)

**ED 016 194** 48 AL 000 720
*CARDONA, GEORGE*
**A GUJARATI REFERENCE GRAMMAR.**
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER NDEA-VI-210
PUB DATE 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *GRAMMAR, *GUJARATI, *REFERENCE BOOKS, *STANDARD SPOKEN USAGE, *STRUCTURAL ANALYSIS, FORM CLASSES (LANGUAGES), GUJARAT STATE, MORPHOPHONEMICS, PHONETIC TRANSCRIPTION, PHONOLOGY, SYNTAX,

THIS REFERENCE GRAMMAR WAS WRITTEN TO FILL THE NEED FOR AN UP-TO-DATE ANALYSIS OF THE MODERN LANGUAGE SUITABLE FOR LANGUAGE LEARNERS AS WELL AS LINGUISTS. THE AUTHOR LISTS IN THE INTRODUCTION THOSE STUDIES PREVIOUS TO THIS ONE WHICH MAY BE OF INTEREST TO THE READER. INCLUDED IN HIS ANALYSIS OF THE LANGUAGE ARE MAJOR CHAPTERS ON--(1) PHONOLOGY, (2) MORPHOPHONEMICS, (3) WRITING SYSTEM, (4) NOMINAL SYSTEM, (5) VERBAL SYSTEM, (6) ADJUNCTS, (7) NOMINAL DERIVATION, (8) COMPOSITION, (9) COMPOUND-LIKE SEQUENCES, AND (10) SUMMARY OF SYNTAX. A SUBJECT INDEX AND ITEM INDEX ARE APPENDED TO GIVE QUICK ACCESS TO PARTICULAR GRAMMAR POINTS. ALL GUJARATI MATERIAL IS WRITTEN IN PHONETIC OR PHONEMIC TRANSCRIPTION EXCEPT FOR ILLUSTRATIONS OF THE DEVANAGARI SCRIPT USUALLY USED TO WRITE GUJARATI. PUBLISHED BY THE UNIVERSITY OF PENNSYLVANIA PRESS, 3729 SPRUCE STREET, PHILADELPHIA, PENNSYLVANIA 19104, THIS 188-PAGE TEXT IS AVAILABLE FOR $5.00. (JD)

**ED 016 195** 48 AL 000 722
*KAVADI, NARESH B. SOUTHWORTH, FRANKLIN C.*
**SPOKEN MARATHI. BOOK I, FIRST-YEAR INTENSIVE COURSE.**
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER NDEA-VI-291
PUB DATE 64
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *LANGUAGE INSTRUCTION, *MARATHI, INDIA, INSTRUCTIONAL MATERIALS, MAHARASHTRA, PHONETIC TRANSCRIPTION, POONA, ROMANIZATION, STANDARD SPOKEN USAGE,

"SPOKEN MARATHI" PRESENTS THE BEGINNING STUDENT WITH THE BASIC PHONOLOGY AND STRUCTURE OF MODERN MARATHI. IT IS ASSUMED THAT THE STUDENT WILL SPEND MOST OF HIS STUDY TIME LISTENING TO AND SPEAKING THE LANGUAGE, EITHER WITH A NATIVE SPEAKER INSTRUCTOR OR WITH RECORDED MATERIALS. THIS TEXT IS DESIGNED TO PROVIDE MATERIAL FOR A ONE-YEAR INTENSIVE COURSE AND INCLUDES--(1) AN INTRODUCTION TO THE METHODS, FORMAT, AND TRANSCRIPTION TO BE

USED, (2) 25 GRAMMAR UNITS INTERSPERSED WITH (3) SHORT "CONVERSATIONS" OR DIALOGS TO BE MEMORIZED AND STRESSING HIGH FREQUENCY VOCABULARY AND STRUCTURES, (4) APPENDED GRAMMATICAL SUMMARIES FOR REFERENCE, AND (5) A MARATHI-ENGLISH VOCABULARY AND AN ENGLISH-MARATHI INDEX. ALL MARATHI MATERIAL IS WRITTEN IN PHONETIC TRANSCRIPTION. THE GRAMMAR UNITS PRESENT THE GRAMMAR THROUGH BRIEF EXPLANATIONS AND EXAMPLES FOR EACH POINT. NEW GRAMMATICAL STRUCTURES ARE THEN DRILLED BY ORAL SUBSTITUTION, TRANSFORMATION, AND QUESTION-ANSWER DRILLS. COORDINATED WITH THE "CONVERSATIONS" AND THE QUESTION-ANSWER DRILLS ARE SHORT "CONVERSATIONAL STIMULI" WHICH ENCOURAGE THE STUDENTS TO IMPROVISE AND PRACTICE FAMILIAR STRUCTURES. THIS TEXT WAS USED IN A LANGUAGE COURSE AT THE UNIVERSITY OF PENNSYLVANIA AND IS AVAILABLE FOR $5.00 FROM THE UNIVERSITY OF PENNSYLVANIA PRESS, 3729 SPRUCE STREET, PHILADELPHIA, PENNSYLVANIA 19104. (JD)

**ED 016 196** 48 AL 000 755
*MCCORMACK, WILLIAM KRISHNAMURTHI, M.G.*
**KANNADA--A CULTURAL INTRODUCTION TO THE SPOKEN STYLES OF THE LANGUAGE.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-1235
PUB DATE 66
CONTRACT OEC-2-14-017
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *KANNADA, *LANGUAGE INSTRUCTION, *STANDARD SPOKEN USAGE, ALPHABETS, CULTURAL TRAITS, DAVANGERE CITY, MYSORE STATE, PHONETIC TRANSCRIPTION, SOUTH INDIA, WRITTEN LANGUAGE,
THE TWENTY GRADED UNITS IN THIS TEXT CONSTITUTE AN INTRODUCTION TO BOTH INFORMAL AND FORMAL SPOKEN KANNADA. THE FIRST TWO UNITS PRESENT THE KANNADA MATERIAL IN PHONETIC TRANSCRIPTION ONLY, WITH KANNADA SCRIPT GRADUALLY INTRODUCED FROM UNIT III ON. A TYPICAL LESSON-UNIT INCLUDES--(1) A DIALOG IN PHONETIC TRANSCRIPTION AND ENGLISH TRANSLATION, (2) SEVERAL SHORT GRAMMAR PARAGRAPHS WITH EXAMPLES OF THE GRAMMAR POINT BEING TAUGHT WRITTEN IN PHONETIC TRANSCRIPTION AND KANNADA SCRIPT, (3) CLASSROOM SUBSTITUTION AND TRANSFORMATION PATTERN DRILLS, (4) OCCASIONAL CULTURAL NOTES, AND (5) OPTIONAL PRONUNCIATION, VOCABULARY, OR ALPHABET DRILLS. AN IMPORTANT FEATURE OF THIS TEXT IS THE ATTENTION GIVEN THROUGHOUT TO STYLE LEVELS AND PROPER SOCIAL USAGES. THE AUTHOR HAS CHOSEN TO PRESENT A "SYNTHETIC STYLE OF ELEMENTARY KANNADA WHICH WILL BE USABLE IN ALL FOUR (MAJOR) DIALECT ZONES AND REGARDLESS OF THE STATUS OF THE ADDRESSEE." THIS TEXT IS PUBLISHED BY THE UNIVERSITY OF WISCONSIN PRESS, BOX 1379, MADISON, WISCONSIN 53701, AND IS AVAILABLE FOR $5.00. (JD)

**ED 016 197** 48 AL 000 760
*BENDER, ERNEST*
**HINDI GRAMMAR AND READER.**
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER BR-5-1264
PUB DATE 67
CONTRACT OEC-5-14-015
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GRAMMAR, *HINDI, *LANGUAGE INSTRUCTION, FORM CLASSES (LANGUAGES), INDIA, LANGUAGE STYLES, PATTERN DRILLS (LANGUAGE), PHONOLOGY, READING MATERIALS, ROMANIZATION, UTTAR PRADESH,
THIS MANUAL IS BASED ON THE HINDI DIALECT OF THE EDUCATED CLASSES OF UTTAR PRADESH. IT CONSISTS OF 40 LESSONS IN ROMANIZED SCRIPT. LESSONS ONE TO 17 CONCENTRATE ON SIMPLE CONVERSATIONS AND BASIC GRAMMATICAL CONSTRUCTIONS. LESSONS 18 TO 40 ARE DESIGNED TO ACQUAINT THE STUDENT GRADUALLY WITH MORE COMPLEX CONVERSATION AND WITH LITERARY STYLE. EACH LESSON CONTAINS PATTERN DRILLS AND TRANSLATION EXERCISES FROM HINDI INTO ENGLISH AND VICE VERSA. THE CONVERSATIONS AND PATTERN DRILLS ARE TRANSLATED INTO EQUIVALENT ENGLISH SENTENCES. HINDI-ENGLISH AND ENGLISH-HINDI GLOSSARIES ARE APPENDED. AFTER LESSON 17 THE STUDENT IS READY TO READ IN THE ORIGINAL (NAGARI) SCRIPT. INSTRUCTIONAL MATERIALS IN THE NAGARI SCRIPT FORM A COMPANION VOLUME, "INTRODUCTORY HINDI READINGS." THIS COURSE CAN BE MASTERED IN FOUR SEMESTERS OF 16 WEEKS EACH, THE FIRST TWO SEMESTERS WITH SEVEN HOURS OF CLASSES PER WEEK, AND THE SECOND WITH FOUR HOURS OF CLASSES PER WEEK. THIS TEXT IS A COMPANION VOLUME TO, AND FOLLOWS THE SAME FORMAT AS, THE AUTHOR'S "URDU GRAMMAR AND READER." IT IS AVAILABLE FOR $5.00 FROM THE UNIVERSITY OF PENNSYLVANIA PRESS, 3729 SPRUCE STREET, PHILADELPHIA, PENNSYLVANIA 19104. (TP)

**ED 016 198** 48 AL 000 775
*BOSSON, JAMES E.*
**MODERN MONGOLIAN, A PRIMER AND READER. URALIC AND ALTAIC SERIES, VOLUME 38.**
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER P-61
REPORT NUMBER NDEA-VI-300
PUB DATE 64
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *MONGOLIAN, CONTRASTIVE LINGUISTICS, CULTURAL CONTEXT, CYRILLIC ALPHABET, ETHNIC ORIGINS, GLOSSARIES, KHALKHA, MONGOLIAN LANGUAGES, MONGOLIAN PEOPLE'S REPUBLIC (OUTER MONGOLIA), MORPHOLOGY (LANGUAGES), PHONETIC TRANSCRIPTION, PHONOLOGY, READING MATERIALS, SYNTAX,
THIS BOOK HAS BEEN DESIGNED TO SERVE AS AN INTRODUCTORY TEXTBOOK FOR THE STUDENT WHO WISHES A READING KNOWLEDGE OF MODERN MONGOLIAN. UPON COMPLETION OF THIS TEXT THE STUDENT SHOULD BE ABLE TO READ CURRENT PUBLICATIONS WITH THE AID OF A DICTIONARY. A BASIC KNOWLEDGE OF LINGUISTIC TERMINOLOGY ON THE PART OF THE STUDENT IS USEFUL BUT NOT ESSENTIAL. THE CONTENTS OF THE TEXT INCLUDE A COMPREHENSIVE OUTLINE OF THE GRAMMATICAL STRUCTURE OF THE LANGUAGE AND A SELECTION OF READING PASSAGES WHICH INCLUDE FOLK TALES, MODERN SHORT STORIES, AND HISTORICAL ESSAYS. THE CYRILLIC ALPHABET, IN WHICH THE OFFICIAL MONGOLIAN LANGUAGE (KHALKHA) IS WRITTEN, IS DESCRIBED IN TERMS OF ITS PHONETIC RELATIONSHIP TO THE RUSSIAN LANGUAGE. THE READING TEXTS AND GLOSSARY APPEAR IN CYRILLIC SCRIPT. THIS TEXT IS AVAILABLE FROM THE EDITOR, URALIC AND ALTAIC SERIES, PATTON HOUSE, INDIANA UNIVERSITY, INDIANA 47401, FOR $3.50. (AMM)

**ED 016 199** AL 000 803
*LOTZ, JOHN*
**THE URALIC AND ALTAIC PROGRAM OF THE AMERICAN COUNCIL OF LEARNED SOCIETIES (1959-1965).**
INDIANA UNIV., BLOOMINGTON
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *LANGUAGE RESEARCH, *MATERIAL DEVELOPMENT, *URALIC ALTAIC LANGUAGES, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL MATERIALS CENTERS, LANGUAGE PROGRAMS, LANGUAGE TYPOLOGY,
THIS REPORT GIVES AN OVERVIEW OF THE ENTIRE ACLS (AMERICAN COUNCIL OF LEARNED SOCIETIES) PROGRAM OFFICIALLY KNOWN AS "RESEARCH AND STUDIES IN URALIC AND ALTAIC LANGUAGES" WHICH WAS ORGANIZED AND IMPLEMENTED BETWEEN 1959 AND 1965 BY OVER 70 SCHOLARS REPRESENTING 42 INSTITUTIONS. THE PROGRAM WAS PLANNED ON TWO DIMENSIONS--(1) LANGUAGES TO BE INCLUDED, AND (2) SUBJECT MATTER TO BE COVERED. THE 26 LANGUAGES UNDER INVESTIGATION WERE GROUPED INTO THREE CATEGORIES--(1) OFFICIAL LANGUAGES OF INDEPENDENT COUNTRIES (HUNGARIAN, FINNISH, TURKISH, KHALKHA, KOREAN), (2) LANGUAGES OF MAJOR CULTURAL AND POLITICAL SIGNIFICANCE, AND (3) LANGUAGES OF MINOR CULTURAL AND POLITICAL SIGNIFICANCE. THREE MINOR URALIC LANGUAGES--OSTYAK, VOGUL, AND YURAK SAMOYED--WERE ADDED TO THE PROGRAM AFTER ITS CONCLUSION. THE MAIN GOAL OF THE PROGRAM WAS TO PRODUCE LANGUAGE TEACHING MATERIALS FOR BOTH THE SPOKEN AND WRITTEN LANGUAGE, A GRAMMAR, AND A STUDENT DICTIONARY. IN ADDITION TO DETAILS ON THE CONTRACTS AND BUDGETS INVOLVED, THE AUTHOR GIVES A BRIEF SKETCH OF THE LANGUAGE, RESEARCH, AND BACKGROUND MATERIALS PROPOSED FOR EACH LANGUAGE UNDER CONSIDERATION. COMPLETE TITLES OF THE 116 PROJECTS, ALONG WITH PRINCIPAL INVESTIGATORS AND DATES OF RESEARCH, ARE APPENDED. THIS PUBLICATION MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $4.00. (FB)

**ED 016 200** AL 000 826
*TROIKE, RUDOLPH C., COMP.*
**BIBLIOGRAPHIES OF AMERICAN INDIAN LANGUAGES.**
PUB DATE 67
**EDRS PRICE MF-$0.75 HC-$7.28 180P.**
DESCRIPTORS *AMERICAN INDIAN LANGUAGES, *BIBLIOGRAPHIES, LANGUAGE CLASSIFICATION, NAVAHO, QUECHUA, UNIVERSITY OF TEXAS, UTO AZTECAN LANGUAGES,
THE 12 BIBLIOGRAPHIES WHICH MAKE UP THIS COLLECTION WERE COMPILED BY MR. TROIKE'S STUDENTS IN A GRADUATE-LEVEL COURSE IN AMERICAN INDIAN LANGUAGES AT THE UNIVERSITY OF TEXAS, 1966-67. LANGUAGE FAMILIES INCLUDED ARE--(1) NA-DENE, (2) NAVAHO, (3) ALGONQUIAN, (4) UTO-AZTECAN, (5)

SIOUAN, (6) IROQUIAN, (7) MAYAN, (8) MIXTEC, (9) QUECHUMARAN (QUECHUA-AYMARA), (10) PANOAN, (11) JIVARO, AND (12) TUPI-GUARANI. MOST OF THE BIBLIOGRAPHIES INCLUDE AN INDICATION OF THE MOST IMPORTANT MEMBERS OF THE LANGUAGE FAMILY, AND A LIST OF THE JOURNALS COVERED. A BRIEF INTRODUCTORY SECTION PRESENTS IN OUTLINE FORM THE "VOEGELIN CLASSIFICATION OF AMERICAN INDIAN LANGUAGES NORTH OF MEXICO," AND "NATIVE LANGUAGES OF MEXICO" AND "CENTRAL AND SOUTH AMERICAN INDIAN LANGUAGES" (AFTER SOL TAX, 1960). (JD)

**ED 016 201 48 AL 000 843**
*GULYA, JANOS*
**EASTERN OSTYAK CHRESTOMATHY. URALIC AND ALTAIC SERIES, VOLUME 51.**
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER BR-5-1269
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *OSTYAK, BIBLIOGRAPHIES, DIALECTS, EASTERN OSTYAK, GLOSSARIES, GRAMMAR, KHANTI, PHONETIC TRANSCRIPTION, PHONOLOGY, TRANSLATION, VAH DIALECT, WEST SIBERIA,
THE VAH OSTYAK DIALECT, UPON WHICH THIS CHRESTOMATHY OF EASTERN OSTYAK IS BASED, IS THE RICHEST OF THE OSTYAK LANGUAGE GROUP AND OCCUPIES AN IMPORTANT PLACE IN THE FAMILY OF THE RELATED FINNO-UGRIC LANGUAGES. ACCORDING TO THE AUTHOR, THIS DIALECT SPOKEN BY A WEST SIBERIAN TRIBE EXHIBITS SOME "SURPRISING AGREEMENTS OF TYPE" WITH THE SENTENCE STRUCTURE OF ENGLISH. THE INTRODUCTION TO THIS VOLUME CONTAINS A BRIEF DESCRIPTION OF THE OSTYAKS AND THEIR LANGUAGE, WITH A BIBLIOGRAPHY LISTING THE MORE IMPORTANT WORKS IN EASTERN OSTYAK LITERATURE. THE GRAMMATICAL OUTLINE PRESENTS A DETAILED DESCRIPTION OF THE PHONOLOGY AND GRAMMAR BASED ON THE RESULTS OF THE AUTHOR'S RESEARCH CARRIED ON AMONG OSTYAK STUDENTS IN LENINGRAD IN 1956-57. THE SECTION OF TEXTS, TAKEN FROM THE AUTHOR'S COLLECTION AND OTHER SOURCES, IS ACCOMPANIED BY TRANSLATIONS AND FOLLOWED BY AN OSTYAK-ENGLISH GLOSSARY. WITH THE EXCEPTION OF SEVERAL TEXTS IN CYRILLIC SCRIPT, THE OSTYAK IN THIS VOLUME APPEARS THROUGHOUT IN TRANSCRIPTION. THIS IS AN INDIANA UNIVERSITY PUBLICATION, AND MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $3.00. (AMM)

**ED 016 202 48 AL 000 844**
*KALMAN, BELA*
**VOGUL CHRESTOMATHY. URALIC AND ALTAIC SERIES, VOLUME 46.**
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-371
PUB DATE 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *VOGUL, BIBLIOGRAPHIES, CULTURE, DIALECTS, FOLK CULTURE, LITERATURE, MORPHOLOGY (LANGUAGES), PHONETICS, SIBERIA, SOSVA DIALECT, SYNTAX,
THE DIALECT UPON WHICH THIS CHRESTOMATHY IS BASED IS THE NORTHERN (SOSVA) DIALECT, SPOKEN BY THE MAJORITY OF THE VOGUL PEOPLE IN THE NORTHWESTERN PART OF SIBERIA. THE TEXTS, WHICH FURNISH A BASIS FOR THE GRAMMAR AND SOUND SYSTEM OF THIS BOOK, ARE TAKEN FROM TRANSCRIPTIONS OF MATERIAL RECORDED BY THE AUTHOR IN 1957-58. A DESCRIPTION OF THE VOWELS, CONSONANTS, MORPHOLOGY, AND SYNTAX OF VOGUL ARE FOLLOWED BY SHORT PROSE AND PROSODIC SELECTIONS FROM THE FOLKLORE. SOME EXAMPLES OF OTHER DIALECTS ARE ALSO INCLUDED. THE VOGUL APPEARING IN THIS BOOK, WITH THE EXCEPTION OF SEVERAL "LITERARY LANGUAGE" SELECTIONS IN CYRILLIC ALPHABET, IS WRITTEN IN A "NEAR-PHONEMIC" TRANSCRIPTION. THE VOGUL-ENGLISH GLOSSARY INDICATES DIALECTAL FORMS, WITH OCCASIONAL ETYMOLOGICAL ANNOTATIONS. THE INTRODUCTION PROVIDES A SKETCH OF THE VOGULS AND THEIR DIALECTS, TOGETHER WITH BIBLIOGRAPHIES OF WORKS IN VOGUL LINGUISTICS AND LITERATURE IN THE VOGUL LANGUAGE. THIS INDIANA UNIVERSITY PUBLICATION MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, PATTON HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $3.00. (AMM)

**ED 016 203 48 AL 000 845**
*ROSENBERG, SHELDON KOEN, MICHAEL J.*
**NORMS OF SEQUENTIAL ASSOCIATIVE DEPENDENCIES IN ACTIVE DECLARATIVE SENTENCES.**
MICHIGAN UNIV., ANN ARBOR, CTR. FOR RES. LANG. AND BEH
REPORT NUMBER BR-6-1784
PUB DATE 67
CONTRACT OEC-3-6-061784-0508
**EDRS PRICE MF-$0.25 HC-$1.80 43P.**
DESCRIPTORS *ASSOCIATION (PSYCHOLOGICAL), *PSYCHOLINGUISTICS, *WORD FREQUENCY, ENGLISH, PDP-4 COMPUTER, SENTENCES, VERBAL STIMULI, WORD RECOGNITION,
THIS IS AN EXTENSION OF A PSYCHOLINGUISTIC STUDY BEGUN IN 1966 INVOLVING WORD ASSOCIATION NORMS. THE FIRST EXPERIMENT ANALYZED IN TERMS OF FREQUENCY TABLES VERB AND OBJECT RESPONSES TO SUBJECT-NOUNS IN A DECLARATIVE SENTENCE FRAME, WITH THE LIMITATION THAT IT WAS DIFFICULT TO DETERMINE WHICH OBJECTS WERE ASSOCIATED WITH WHICH VERBS. THIS SECOND STUDY, ALSO USING THE SIMPLE DECLARATIVE SENTENCE FRAME, WAS DESIGNED TO GENERATE A DISTRIBUTION OF SENTENCES WITH VARYING WORD-TO-WORD CONSTRAINTS. RESULTS GIVEN IN THIS REPORT ARE FOR RESPONSES TO 52 ANIMATE NOUNS PRESENTED TO 120 MALE AND FEMALE UNDERGRADUATE STUDENTS. THEY WERE INSTRUCTED TO COMPLETE A SENTENCE FRAME CONTAINING TWO ARTICLES AND BLANK SPACES FOR A VERB AND ANOTHER NOUN. EXTENSIVE FREQUENCY TABLES ARE GIVEN, INDICATING THE OBJECT-NOUNS MOST FREQUENTLY ASSOCIATED WITH EACH VERB. ALL DATA IN THE REPORT ARE THE OUTPUT OF A PROGRAM WRITTEN ON THE PDP-4 COMPUTER. THIS RESEARCH REPORT IS ONE OF SEVERAL WHICH HAVE BEEN SUBMITTED TO THE OFFICE OF EDUCATION AS "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT V," SEPTEMBER 1, 1967. (FB)

**ED 016 204 48 AL 000 849**
*TIETZE, ANDREAS*
**TURKISH LITERARY READER. URALIC AND ALTAIC SERIES, VOLUME 22.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-60
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-358
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *LITERATURE, *READING MATERIALS, *TURKISH, CULTURAL CONTEXT, CULTURE, GLOSSARIES, MODERN TURKISH, VOCABULARY,
THIS READER IS DESIGNED FOR THE SECOND-YEAR STUDENT OF TURKISH, AND PRESUPPOSES A KNOWLEDGE OF THE BASIC GRAMMATICAL RULES OF MODERN TURKISH. THE TEXTS WERE SELECTED FROM THE LITERATURE OF THE LAST 40 YEARS, TO REPRESENT THE PREDOMINANT MOOD OF MODERN TURKISH LETTERS. THE 16 PROSE SELECTIONS ARE ARRANGED CHRONOLOGICALLY BY AUTHORS' BIRTH DATES. THE 22 POEMS ARE ARRANGED TOPICALLY. A SHORT BIOGRAPHICAL SKETCH OF THE AUTHOR AND A SHORT RESUME OF THE STORY PRECEDE EACH SELECTION. CULTURAL NOTES ON TURKISH FOOD, FORMULAS, NAMES AND FORMS OF ADDRESS, AND HISTORICAL INSTITUTIONS AND OFFICES, AS WELL AS GRAMMATICAL NOTES ON PHONOLOGY, MORPHOLOGY, AND SYNTAX ARE APPENDED. THE EXTENSIVE TURKISH-ENGLISH GLOSSARY CONTAINS ONLY WORDS FROM THE TEXTS, WITH GLOSSES BASED ON THE CONTEXT. THIS VOLUME IS AN INDIANA UNIVERSITY PUBLICATION AND MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $4.00. (AMM)

**ED 016 205 48 AL 000 850**
*SWIFT, LLOYD B.*
**A REFERENCE GRAMMAR OF MODERN TURKISH. URALIC AND ALTAIC SERIES, VOLUME 19.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-47
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-356
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GRAMMAR, *MORPHOPHONEMICS, *PHONEMICS, *SYNTAX, *TURKISH, CONTRASTIVE LINGUISTICS, MODERN TURKISH, STANDARD SPOKEN USAGE, STRUCTURAL ANALYSIS,
THIS REFERENCE GRAMMAR IS WRITTEN FOR THE LINGUIST OF THE LINGUISTICALLY-ORIENTED INTERMEDIATE STUDENT OF MODERN TURKISH. THE EXAMPLES OF USAGE IN THE TEXT HAVE BEEN SELECTED FROM THE COLLOQUIAL SPEECH OF EDUCATED TURKS. THE ENGLISH GLOSSES OF TURKISH WORDS OR PHRASES ARE LITERAL, TO SHOW THE TURKISH STRUCTURE, WITH PARENTHETICAL ADDITIONS TO RENDER THE ENGLISH MORE INTELLIGIBLE. CHAPTERS TREAT (1) PHONEMICS, (2) MORPHOPHONEMICS, (3) WORD FORMATION, (4) NOMINAL INFLECTION, (5) PREDICATE INFLECTION, AND (6) SYNTAX. THE APPENDIX PRESENTS AN ANALYSIS OF THE PHRASE STRUCTURE OF FOUR SAMPLE SENTENCES OF A MORE COMPLEX NATURE. (THESE SENTENCES ALSO APPEAR ON FOLDOUTS CONTAINED IN THE BACK OF THE BOOK.) AN INDEX OF THE PHONEMES, MORPHEMES, AND TERMINOLOGY FOUND IN THE TEXT COMPLETES THE

VOLUME. THIS IS AN INDIANA UNIVERSITY PUBLICATION AND MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $4.00. (AMM)

**ED 016 206** AL 000 858
*RASTORGUEVA, V.S.*
**A SHORT SKETCH OF TAJIK GRAMMAR.**
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-336
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *GRAMMAR, *SENTENCE STRUCTURE, *TAJIK, *VERBS, CYRILLIC ALPHABET, FORM CLASSES (LANGUAGES), MORPHOLOGY (LANGUAGES), PHONOLOGY, PHRASE STRUCTURE, SYNTAX, TAJIK SSR, WRITING,

PART OF A SERIES OF FOUR RUSSIAN-ENGLISH TRANSLATIONS OF GRAMMARS OF IRANIAN LANGUAGES, THIS BOOKLET DESCRIBES THE TAJIK LANGUAGE OF THE INHABITANTS OF TAJIK SSR, AND IS THE FIRST TO APPEAR IN ENGLISH. (THE ORIGINAL TEXT WAS A SUPPLEMENT TO THE RAHIMI-USPENSKAYA "TAJIK-RUSSIAN DICTIONARY," MOSCOW, 1954.) ALL TAJIK FORMS ARE GIVEN IN CYRILLIC ORTHOGRAPHY. IN ADDITION TO THE DESCRIPTION OF THE SOUND AND WRITING SYSTEMS OF TAJIK, THERE IS A DISCUSSION OF MORPHOLOGY WHICH COVERS THE PARTS OF SPEECH, TYPES OF COMPOUNDING (NOUNS, ADJECTIVES, VERB STEMS, AND WORDS), DERIVATION, CASE RELATIONS, AND NUMERALS. AN EXTENSIVE ANALYSIS OF THE VERB--VOICES, MOODS, AND TENSES--IS GIVEN, AND A BRIEF DISCUSSION OF OTHER MISCELLANEOUS FORM-CLASSES COMPLETES THE CHAPTER ON MORPHOLOGY. THE SECTION ON SYNTAX DISCUSSES SIMPLE, COMPOUND, AND COMPLEX SENTENCES AND THE MANY TYPES OF CLAUSES PREVALENT IN TAJIK GRAMMAR. THIS 110-PAGE ARTICLE WAS PUBLISHED IN THE "INTERNATIONAL JOURNAL OF AMERICAN LINGUISTICS," VOLUME 29, NUMBER 4, OCTOBER 1963, AND IS AVAILABLE AS PUBLICATION 28 FOR $3.00 FROM THE DIRECTOR OF PUBLICATIONS OF THE RESEARCH CENTER IN ANTHROPOLOGY, FOLKLORE, AND LINGUISTICS, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (FB)

**ED 016 207** 48 AL 000 874
*SEBEOK, THOMAS A. INGEMANN, FRANCES J.*
**AN EASTERN CHEREMIS MANUAL--PHONOLOGY, GRAMMAR, TEXTS, AND GLOSSARY. STUDIES IN CHEREMIS, VOLUME 9. URALIC AND ALTAIC SERIES, VOLUME 5.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-6
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER P-31
REPORT NUMBER NDEA-VI-173
PUB DATE 61
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CHEREMIS, *GRAMMAR, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *PHONOLOGY, BASHKIR AUTONOMOUS SOVIET SOCIALIST REPUBLIC, CULTURAL CONTEXT, GLOSSARIES, MARI, MARI AUTONOMOUS SOVIET SOCIALIST REPUBLIC, MORPHOPHONEMICS, PHONETIC TRANSCRIPTION, READING MATERIALS, VOLGA FINNIC LANGUAGES,

THE PRESENT VOLUME IS A CHRESTOMATHY OF CHEREMIS (MARI), A VOLGA-FINNIC LANGUAGE OF THE URALIC LANGUAGE FAMILY, SPOKEN IN THE EAST CENTRAL EUROPEAN REGIONS OF THE SOVIET UNION. THE INTRODUCTION TO THIS MANUAL MENTIONS PREVIOUS WORKS IN THE MAJOR CHEREMIS DIALECT AREAS AND PROVIDES A SELECTED REFERENCE LIST OF PUBLICATIONS IN THE FIELD. MAIN CHAPTERS PRESENT THE PHONOLOGY, MORPHOPHONEMIC ALTERNATIONS, AND GRAMMAR OF CHEREMIS, FOLLOWED BY A SECTION OF TEXTS RECORDED BY A NATIVE SPEAKER. THE FIRST NINE TEXTS WERE ELICITED BY USING LINE DRAWINGS WHICH THE INFORMANT DESCRIBED. FOLLOWING TEXTS ARE OMENS, RIDDLES, TALES, CEREMONIES, GAMES, AND OTHER TOPICS OF CULTURAL INTEREST. THE CHEREMIS THROUGHOUT APPEARS IN TRANSCRIPTION. TAPE RECORDINGS OF MANY OF THESE TEXTS ARE DEPOSITED IN THE ARCHIVES OF THE LANGUAGES OF THE WORLD, AT INDIANA UNIVERSITY. THIS MANUAL IS AN INDIANA UNIVERSITY PUBLICATION AND MAY BE ORDERED FOR $4.00 FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401. (AMM)

**ED 016 208** 48 AL 000 875
*APPLEGATE, JOSEPH R.*
**THE STRUCTURE OF RIFF.**
PUB DATE 63
CONTRACT OEC-SAE-8951
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *MORPHOLOGY (LANGUAGES), *PHONOLOGY, *RIFF, *SYNTAX, BERBER LANGUAGES, DESCRIPTIVE LINGUISTICS, FORM CLASSES (LANGUAGES), MOROCCO,

THE PURPOSE OF THIS DESCRIPTIVE STUDY IS TO DEFINE THE MAJOR STRUCTURAL FEATURES OF RIFF, A BERBER LANGUAGE SPOKEN BY THE BERBER TRIBESMEN OF THE RIF IN NORTHERN MOROCCO. THE DESCRIPTION IS PRESENTED IN THREE PARTS--PHONOLOGY, MORPHOLOGY, AND SYNTAX. THE PHONEMES ARE DESCRIBED IN TERMS OF DISTINCTIVE FEATURES. PHARYNGEALIZATION AND TENSION ARE POSITED AS SPECIAL PHONEMIC EFFECTS BECAUSE SUCH A DESCRIPTION ACCOUNTS FOR THE SELECTION OF ALLOPHONES. THE MORPHEMES ARE DIVIDED INTO THREE CLASSES--STEMS, AFFIXES, AND PARTICLES. THE STEMS ARE SUBDIVIDED INTO NOUN AND VERB STEMS ACCORDING TO THE AFFIXES WITH WHICH THEY OCCUR. THE PARTICLES ARE FOUND MOSTLY AS FREE FORMS. IN ADDITION TO HAVING AFFIXES, THE VERBS CAN BE DEFINED ON THE BASIS OF VARIOUS VOCALIC PATTERNS WHICH SERVE TO DISTINGUISH BETWEEN TENSE ASPECTS. THE SENTENCE STRUCTURE CAN BE DIVIDED INTO THREE TYPES--VERBAL SENTENCES, NOMINAL (EQUATIONAL) SENTENCES, AND THOSE IN WHICH THE CONSTITUENTS ARE PARTICLES OR THEIR SUBSTITUTES. FOR FURTHER INFORMATION CONCERNING THIS TEXT, WRITE DIRECTLY TO DR. JOSEPH R. APPLEGATE, HOWARD UNIVERSITY, WASHINGTON, D.C. 20001. (TP)

**ED 016 209** 48 AL 000 878
*HOENIGSWALD, HENRY M. AND OTHERS*
**A SURVEY OF INTENSIVE PROGRAMS IN THE UNCOMMON LANGUAGES, SUMMER 1962.**
REPORT NUMBER NDEA-VI-39
PUB DATE 30 SEP 62
CONTRACT OEC-2-14-038
**EDRS PRICE MF-$0.25 HC-$1.28 30P.**

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *INTENSIVE LANGUAGE COURSES, *LANGUAGE AND AREA CENTERS, *UNCOMMONLY TAUGHT LANGUAGES, LANGUAGE TEACHERS, LANGUAGE TESTS, NATIONAL SURVEYS, SECOND LANGUAGE LEARNING, SUMMER INSTITUTES, SUMMER PROGRAMS, TEACHING METHODS,

THIS REPORT ON INTENSIVE COURSES IN THE UNCOMMON LANGUAGES CONDUCTED AT 22 AMERICAN COLLEGES AND UNIVERSITIES DURING THE SUMMER OF 1962 IS THE RESULT OF A SURVEY UNDERTAKEN BY H.M. HOENIGSWALD OF THE UNIVERSITY OF PENNSYLVANIA, R.B. NOSS OF THE FOREIGN SERVICE INSTITUTE, AND E.N. MCCARUS AND J.K. YAMAGIWA OF THE UNIVERSITY OF MICHIGAN. (BY INTENSIVE COURSES ARE MEANT THOSE WHICH COVER AN ACADEMIC YEAR'S WORK DURING A SUMMER SESSION.) EIGHTEEN OF THE UNIVERSITIES VISITED WERE NDEA LANGUAGE AND AREA CENTERS. TWENTY-THREE DIFFERENT LANGUAGES WERE BEING TAUGHT. A DISCUSSION OF INTENSIVE SUMMER COURSES AS COMPARED WITH SEMI- OR NON-INTENSIVE COURSES POINTS OUT THE PARTICULAR ADVANTAGES OF THE SUMMER INTENSIVE SESSION--(1) THE STUDENT IS ABLE TO INTERRELATE HIS WORK OF THE PRECEDING AND FOLLOWING YEARS, ESPECIALLY WHEN THE WORK IS DONE AT THE SAME INSTITUTION. (2) THE CONSTANT CONTINUOUS EXPOSURE TO THE TARGET LANGUAGE REDUCES THE CHANCES OF LAPSES AND FORGETTING. (3) THE STUDENT IS ABLE TO ACCELERATE HIS ACADEMIC SCHEDULE. SOME OBSERVATIONS AND SUGGESTIONS CONCERNING THE METHODS OF APPROACH, OBJECTIVES, TEACHING STAFF, STUDENTS, TEXTS, EXAMINATIONS, LANGUAGE LABORATORIES, AND OTHER AREAS OF INTEREST IN THE FIELD OF FOREIGN LANGUAGE METHODOLOGY ARE INCLUDED IN THIS REPORT. (AMM)

**ED 016 210** 48 AL 000 885
*APPLEGATE, JOSEPH R.*
**AN OUTLINE OF THE STRUCTURE OF KABYLE.**
PUB DATE 67
CONTRACT OEC-SAE-8951
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *KABYLE, *MORPHOLOGY (LANGUAGES), *PHONOLOGY, *SYNTAX, ALGERIA, BERBER LANGUAGES, DESCRIPTIVE LINGUISTICS, FORM CLASSES (LANGUAGES),

THE PURPOSE OF THIS DESCRIPTIVE STUDY IS TO DEFINE THE MAJOR STRUCTURAL FEATURES OF KABYLE, A GROUP OF BERBER DIALECTS SPOKEN CHIEFLY IN NORTHERN AND CENTRAL ALGERIA. THE DESCRIPTION IS PRESENTED IN THREE PARTS--PHONOLOGY, MORPHOLOGY, AND SYNTAX. THE PHONEMES ARE DESCRIBED IN TERMS OF DISTINCTIVE FEATURES. PHARYNGEALIZATION AND GEMINATION ARE POSITED AS SEPARATE PHONEMIC EFFECTS BECAUSE SUCH A DESCRIPTION ACCOUNTS FOR THE SELECTION OF ALLOPHONES. THE MORPHEMES ARE DIVIDED INTO THREE CLASSES--STEMS, AFFIXES, AND PARTICLES. THE STEMS ARE SUBDIVIDED INTO NOUN AND VERB STEMS ACCORDING TO THE AFFIXES WITH WHICH THEY OCCUR. THE PARTICLES ARE FOUND MOSTLY AS FREE FORMS. THIS PHENOMENON DISTINGUISHES THEM FROM NOUN STEMS

WHICH, ALTHOUGH THEY MAY APPEAR AS FREE FORMS, ACTUALLY HAVE A ZERO AFFIX. IN ADDITION TO HAVING AFFIXES, THE VERBS CAN BE DEFINED ON THE BASIS OF VARIOUS VOCALIC PATTERNS AND INTERNAL CONSONANT CHANGES WHICH SERVE TO DISTINGUISH BETWEEN TENSE-ASPECTS. THE SENTENCE STRUCTURE CAN BE DIVIDED INTO THREE TYPES--VERBAL SENTENCES, NOMINAL (EQUATIONAL) SENTENCES, AND THOSE IN WHICH THE CONSTITUENTS ARE PARTICLES OR THEIR SUBSTITUTES. THIS DIVISION IS SIMILAR TO THAT OF THE OTHER AFRO-ASIATIC LANGUAGES. THE LAST PART OF THE STUDY CONSISTS OF SAMPLE TEXTS COLLECTED FROM VARIOUS INFORMANTS. FOR FURTHER INFORMATION CONCERNING THIS TEXT, WRITE DIRECTLY TO DR. JOSEPH R. APPLEGATE, HOWARD UNIVERSITY, WASHINGTON, D.C. 20001. (TP)

**ED 016 211** AL 000 902
*BROWNELL, JOHN AND OTHERS*
**FINAL EVALUATION OF THE 1967 SUMMER EXPERIMENTAL PROGRAM OF THE HAWAII CURRICULUM CENTER.**
HAWAII CURRICULUM CTR., HONOLULU
HAWAII UNIV., HONOLULU
HAWAII STATE DEPT. OF EDUCATION, HONOLULU
PUB DATE NOV 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CURRICULUM PLANNING, *INSTRUCTIONAL MATERIALS CENTERS, *PROGRAM PLANNING, *SUMMER PROGRAMS, COURSE EVALUATION, CULTURAL EDUCATION, CURRICULUM EVALUATION, ELEMENTARY GRADES, ENGLISH, FLES, GRAMMAR, HAWAII, HONOLULU, INSTRUCTIONAL MATERIALS, JAPANESE LANGUAGE ARTS, PILOT PROJECTS, SECONDARY GRADES, TESTING, TRANSFORMATION GENERATIVE GRAMMAR,
A SUMMER PROGRAM FOR TESTING AND EVALUATING MATERIALS DEVELOPED AT THE HAWAII CURRICULUM CENTER WAS CARRIED OUT IN JUNE AND JULY, 1967, AT THE UNIVERSITY LABORATORY SCHOOL IN HONOLULU. THE PRIMARY GRADES LANGUAGE CLASS, USING FIRST-YEAR LANGUAGE MATERIALS WHICH STRESSED AURAL-ORAL SKILLS, READING, AND WRITING, ALSO TRIED OUT NEW METHODS IN CLASSROOM ORGANIZATION. THESE PROVIDED FOR A SMALL NUMBER OF CHILDREN BEING TAUGHT THE USE OF SPECIAL LANGUAGE ARTS MATERIALS BY AN ADULT. THE CLASS WAS SELF-PACED. THE TRANSFORMATIONAL GRAMMAR CLASS OF 10TH-, 11TH-, AND 12TH-GRADE STUDENTS, ALREADY FAMILIAR WITH SET THEORY IN NEW MATH, BEGAN WITH AN ANALYSIS OF THE LOGICAL PROPERTIES OF ALL NATURAL LANGUAGES, STUDIED SEVERAL LOGICALLY-BASED ENGLISH GRAMMARS, AND WROTE THEIR OWN GRAMMARS OF ENGLISH. THE INVESTIGATIONS IN LANGUAGE CLASS OF 8TH-, 9TH-, AND 10TH-GRADERS STUDIED ENGLISH STRUCTURE FROM THE POINT OF VIEW OF BOTH STRUCTURAL AND GENERATIVE GRAMMARIANS. THE INTENSIVE BEGINNING JAPANESE COURSE PRESENTED LANGUAGE MATERIALS IN AN AUDIO-LINGUAL APPROACH, AS WELL AS AN INTRODUCTION TO JAPANESE CULTURAL PATTERNS. A BRIEF DESCRIPTION OF THESE AND OTHER CLASSES IN THE PROGRAM IS PRESENTED IN THIS REPORT, PUBLISHED BY THE HAWAII CURRICULUM CENTER, 1625 WIST PLACE, HONOLULU, HAWAII 96822. (AMM)

**ED 016 212** 48 AL 000 908
*WOODHEAD, D.R. BEENE, WAYNE, EDS.*
**A DICTIONARY OF IRAQI ARABIC--ARABIC-ENGLISH. THE RICHARD SLADE HARRELL ARABIC SERIES, NUMBER TEN.**
GEORGETOWN UNIV., WASHINGTON, D.C.
REPORT NUMBER BR-5-1240
PUB DATE 67
CONTRACT OEC-2-14-029
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ARABIC, *DICTIONARIES, *ENGLISH, BAGHDAD, DIALECTS, IRAQI ARABIC, STANDARD SPOKEN USAGE,
THE PRESENT DICTIONARY IS BASED ON THE EDUCATED COLLOQUIAL ARABIC OF BAGHDAD. INTENDED AS A COMPREHENSION DICTIONARY FOR AMERICAN ENGLISH SPEAKERS, ITS USE REQUIRES A BASIC KNOWLEDGE OF ARABIC STRUCTURE AND PHONOLOGY AS WELL AS AN UNDERSTANDING OF THE STANDARD ARRANGEMENT OF AN ARABIC DICTIONARY. THE ENTRIES, WHICH APPEAR IN PHONEMIC TRANSCRIPTION, ARE ARRANGED BY ROOTS AND ARE ACCOMPANIED BY NUMEROUS ILLUSTRATIVE EXAMPLES OF THE USE OF VERBS, ADJECTIVES, PREPOSITIONS, AND PARTICLES, AS WELL AS UNUSUAL NOUNS. THIS 509-PAGE VOLUME IS PUBLISHED BY THE GEORGETOWN UNIVERSITY PRESS, AND MAY BE ORDERED BY WRITING TO THE DIRECTOR OF PUBLICATIONS, SCHOOL OF LANGUAGES AND LINGUISTICS, GEORGETOWN UNIVERSITY, WASHINGTON, D.C. 20007. (AMM)

**ED 016 213** AL 000 910
*KOLLER, ALICE*
**A HORNBOOK OF HAZARDS FOR LINGUISTS.**
AIR FORCE OFFICE OF SCIENTIFIC RES., WASH., D.C.
REPORT NUMBER 9769-05
REPORT NUMBER AFOSR-67-0770
PUB DATE APR 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *LANGUAGE RESEARCH, *LINGUISTICS, *LOGICAL THINKING, *PHILOSOPHY, CONNECTICUT COLLEGE, LOGIC, MACHINE TRANSLATION, NEW LONDON CONNECTICUT, RESEARCH DESIGN, RESEARCH PROBLEMS,
THE AUTHOR'S PURPOSE IN THIS CRITICAL ANALYSIS OF CURRENT LINGUISTIC THOUGHT IS TO "INVITE LINGUISTS TO FREE THEMSELVES FROM THOSE BELIEFS WHICH REST ULTIMATELY UPON CERTAIN PHILOSOPHICAL COMMITMENTS" AND WHICH HAVE BEEN ACCEPTED (IN HER OPINION) WITHOUT PROPER ASSESSMENT. SOME OF THE BELIEFS SHE QUESTIONS ARE--(1) THAT LINGUISTIC METHOD IS PRIMARILY DESCRIPTIVE, (2) THAT LINGUISTIC LAWS ARE LAWS OF NATURE COMPARABLE TO PHYSICAL LAWS, (3) THAT LINGUISTICS IS AN EMPIRICAL SCIENCE OR A FORMAL SCIENCE, (4) THAT LANGUAGES ARE CODES, (5) THAT LINGUISTICS PROVIDES NO BASIS FOR STATEMENTS ABOUT CORRECT USAGE, (6) THAT THE MEANINGS OF WORDS ARE ARBITRARY, OR THAT MEANINGS ARE ASSOCIATIONS AND HENCE SUBJECTIVE, (7) THAT INDIVIDUAL WORDS CAN BE EITHER AMBIGUOUS OR MEANINGLESS, (8) THAT WORDS POINT TO REALITY, (9) THAT LINGUISTS NEED A THEORY OF MEANING, OR THAT THEY NEED NOT BE CONCERNED WITH MEANING, (10) THAT THE NOTIONS OF "UNITS OF MEANING" AND "WELL-FORMEDNESS" ARE USEFUL, (11) THAT ALL SENTENCES POSSESS INFORMATION CONTENT, (12) THAT STRUCTURE TAKES PRIORITY OVER MEANING IN GRAMMAR CONSTRUCTION, AND (13) THAT SPEAKING A LANGUAGE DEPENDS UPON THE PRIOR RECONSTRUCTION OF THE THEORY OF THAT LANGUAGE. THIS DOCUMENT IS AVAILABLE AS AD 658 904 ($3.00 HARDCOPY, $0.65 MICROFICHE) FROM THE CLEARINGHOUSE OF THE U.S. DEPARTMENT OF COMMERCE, SPRINGFIELD, VIRGINIA 22151. (JD)

**ED 016 214** 24 AL 000 916
*NUNNALLY, JUM C. KOPLIN, JAMES H.*
**THE EFFECTS OF WORD-RELATEDNESS ON LEARNING.**
VANDERBILT UNIV., NASHVILLE, TENN.
REPORT NUMBER BR-5-0777
REPORT NUMBER CRP-2572
PUB DATE JUN 67
CONTRACT OEC-5-10-015
EDRS PRICE MF-$1.25 HC-$13.12 326P.
DESCRIPTORS *ASSOCIATIVE LEARNING, *LEARNING, *PAIRED ASSOCIATE LEARNING, EXPERIMENTS, TEST INTERPRETATION, TESTING, VANDERBILT UNIVERSITY, VERBAL LEARNING, VERBAL STIMULI, WORD FREQUENCY, WORD RECOGNITION,
THE PURPOSE OF THIS RESEARCH WAS TO EXAMINE THE EFFECTS OF SEVERAL MEASURES OF WORD-RELATEDNESS ON SEVERAL VERBAL LEARNING TASKS--PRIMARILY PAIRED-ASSOCIATES LEARNING AND VERBAL DISCRIMINATION LEARNING, WITH INCIDENTAL ATTENTION GIVEN TO FREE RECALL AND SEMANTIC GENERALIZATION. THE STRATEGY WAS TO SELECT A SAMPLE OF WORD PAIRS (240 COMMON NOUNS ARRANGED INTO 120 PAIRS TO REPRESENT A VARIETY OF JUDGED RELATIONSHIPS) AND THEN TO STUDY THESE PAIRS EXTENSIVELY IN A VARIETY OF EXPERIMENTAL TASK SITUATIONS. PAIRED-ASSOCIATES LEARNING AND VERBAL DISCRIMINATION LEARNING SCORES WERE DETERMINED IN TWO EXPERIMENTS. THE INTEREST WAS IN ACHIEVING A STABLE SCORE FOR EACH PAIR. TO DO THIS A GROUP STUDY-TEST PROCEDURE WAS DEVELOPED AND USED WITH APPROPRIATE MINOR CHANGES IN BOTH EXPERIMENTS. EACH PAIR APPEARED IN FIVE DIFFERENT 60-ITEM LISTS. EACH LIST WAS PRESENTED TO AN INDEPENDENT GROUP OF SUBJECTS FOR THREE TRIALS. THE LEARNING TASK SCORES WERE CORRELATED WITH ALL OF THE VARIABLES DESCRIBING ASPECTS OF THE STIMULUS MATERIAL. THE MAJOR INTEREST WAS IN COMPARING THE PATTERNS OF CORRELATION FOR THE TWO EXPERIMENTS. SEVERAL MAJOR DIFFERENCES WERE FOUND. PAIRED-ASSOCIATE PERFORMANCE CORRELATES SUBSTANTIALLY WITH THE MEASURES OF DIRECT ASSOCIATION WHILE VERBAL DISCRIMINATION PERFORMANCE CORRELATES NEAR ZERO. THE GENERAL CONCLUSION IS THAT PROPERTIES OF THE STIMULUS MATERIAL PLAY VERY DIFFERENT PARTS IN THE TWO TASKS. (AMM)

**ED 016 215** AL 000 918
*GOOSSEN, IRVY W.*
**NAVAJO MADE EASIER--A COURSE IN CONVERSATIONAL NAVAJO.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *NAVAHO, CONVERSATIONAL LANGUAGE COURSES, CULTURAL CONTEXT, GLOSSARIES, GRAMMAR, LANGUAGE USAGE, PHONETIC TRANSCRIPTION, STANDARD SPOKEN USAGE, VOCABULARY,

THIS TEXT IS DESIGNED TO INTRODUCE THE BASIC VOCABULARY OF NAVAHO (NAVAJO) IN CONVERSATIONAL FORM. EACH OF THE 64 SHORT LESSON UNITS CONTAINS A PAGE OF QUESTION-AND-RESPONSE PATTERNS IN NAVAHO (TRANSLATED IN ENGLISH ON THE NEXT PAGE), FOLLOWED BY DESCRIPTIVE GRAMMATICAL EXPLANATIONS AND OCCASIONAL COMMENTS ON NAVAHO USAGE AND CULTURE. A PAGE-INDEXED NAVAJO-ENGLISH GLOSSARY IS APPENDED. THE USE OF LINGUISTIC TERMINOLOGY IS MINIMAL. THE AUTHOR SUGGESTS WORK WITH A TAPE RECORDER AND NATIVE SPEAKERS TO IMPLEMENT THE MATERIAL IN THIS 271-PAGE VOLUME. THE PUBLISHER IS NORTHLAND PRESS, P.O. BOX N, FLAGSTAFF, ARIZONA 86001. (AMM)

**ED 016 216** 48 AL 000 920
*BENDER, ERNEST*
**URDU GRAMMAR AND READER.**
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER BR-5-1380
PUB DATE 64
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GRAMMAR, *LANGUAGE INSTRUCTION, *URDU, FORM CLASSES (LANGUAGES), LANGUAGE STYLES, PAKISTAN, PATTERN DRILLS (LANGUAGE) PHONOLOGY, READING MATERIALS ROMANIZATION,

THIS MANUAL IS BASED ON THE URDU DIALECT OF THE EDUCATED CLASSES OF PAKISTAN. IT CONSISTS OF 40 LESSONS IN ROMANIZED SCRIPT. LESSONS ONE TO 17 CONCENTRATE ON SIMPLE CONVERSATIONS AND BASIC GRAMMATICAL CONSTRUCTIONS. LESSONS 18 TO 40 ARE DESIGNED TO ACQUAINT THE STUDENT GRADUALLY WITH MORE COMPLEX CONVERSATION AND WITH LITERARY STYLE. EACH LESSON CONTAINS PATTERN DRILLS AND TRANSLATION EXERCISES FROM URDU INTO ENGLISH AND VICE VERSA. URDU-ENGLISH AND ENGLISH-URDU GLOSSARIES ARE APPENDED. AFTER LESSON 17 THE STUDENT IS READY TO READ IN THE ORIGINAL (ARABIC) SCRIPT. INSTRUCTIONAL MATERIALS IN THE ARABIC SCRIPT FORM A COMPANION VOLUME, "INTRODUCTORY URDU READINGS." THIS COURSE CAN BE MASTERED IN FOUR SEMESTERS OF 16 WEEKS EACH, THE FIRST TWO SEMESTERS WITH SEVEN HOURS OF CLASSES PER WEEK, AND THE SECOND WITH FOUR HOURS OF CLASSES PER WEEK. THIS BOOK IS PATTERNED AFTER THE AUTHOR'S "HINDI GRAMMAR AND READER." THE TEXT IS OBTAINABLE FOR $5.00 FROM THE UNIVERSITY OF PENNSYLVANIA PRESS, 3729 SPRUCE STREET, PHILADELPHIA, PENNSYLVANIA 19104. (TP)

**ED 016 217** 48 AL 000 921
*NARANG, G.C.*
**READINGS IN LITERARY URDU PROSE.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-1290
PUB DATE 67
**EDRS PRICE MF-$1.50 HC-$15.72 391P.**
DESCRIPTORS *LANGUAGE INSTRUCTION, *LITERATURE, *READING MATERIALS, *URDU, ESSAYS, FOLK CULTURE, GLOSSARIES, INDIA, PAKISTAN, PROSE, SHORT STORIES,

THIS IS A GRADED INTERMEDIATE READER INTENDED FOR STUDENTS WHO WANT TO FAMILIARIZE THEMSELVES WITH 20TH-CENTURY URDU PROSE. THE TEXTS INCLUDE SELECTIONS FROM FOLKLORE LITERATURE, NOVELS, SHORT STORIES, LITERARY AND HUMOROUS ESSAYS, ANECDOTES, LETTERS, HISTORICAL AND BIOGRAPHICAL WRITINGS, AS WELL AS SPEECHES AND NEWSPAPER EDITORIALS. THE WRITERS ARE INDIANS AND PAKISTANIS, AND EACH OF THEM IS DESCRIBED IN A SHORT BIOGRAPHICAL SKETCH. THE FIRST TWO SELECTIONS WERE WRITTEN BY THE AUTHOR, G.C. NARANG. THE URDU TEXT APPEARS ON THE RIGHT PAGE AND A SERIAL GLOSSARY ON THE LEFT. THE GLOSSES ARE VOWELED, ROMANIZED, AND TRANSLATED. FOR FURTHER INFORMATION CONCERNING THIS BOOK, WRITE TO THE PUBLISHER, THE DEPARTMENT OF INDIAN STUDIES, THE UNIVERSITY OF WISCONSIN, MADISON, WISCONSIN 53706. (TP)

**ED 016 218** 48 AL 000 922
*HARMS, ROBERT T.*
**ESTONIAN GRAMMAR. URALIC AND ALTAIC SERIES, VOLUME 12.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-28
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-191
PUB DATE 62
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ESTONIAN, *GRAMMAR, *MORPHOLOGY (LANGUAGES), *MORPHOPHONEMICS, *SYNTAX, BIBLIOGRAPHIES, ESTONIA, TARTU, TRANSFORMATION GENERATIVE GRAMMAR,

THIS GRAMMAR IS A DESCRIPTIVE ANALYSIS OF CERTAIN FUNDAMENTAL FEATURES OF THE ESTONIAN LANGUAGE BASED UPON THE SPEECH OF AN EDUCATED NATIVE INFORMANT FROM TARTU. IT CONTAINS A DETAILED STUDY OF THE PHONEMIC, MORPHOPHONEMIC, AND INFLECTIONAL SYSTEMS AS WELL AS BRIEF SKETCHES OF STEM EXPANSION AND SYNTAX. THE AUTHOR HAS EMPLOYED THE TRANSFORMATIONAL MODEL OF SYNTAX AS DEVELOPED BY CHOMSKY AND LEES IN A SYNTACTICAL SKETCH WHICH CONSISTS PRIMARILY OF A SHORT PHRASE STRUCTURE TOGETHER WITH THE MOST ESSENTIAL OBLIGATORY TRANSFORMATIONAL RULES. A DISCUSSION OF VOWEL AND CONSONANT LENGTH AND NOTES ON THE TEXT ARE INCLUDED IN THE APPENDIX. A BIBLIOGRAPHY OF SELECTED GENERAL AND ESTONIAN LINGUISTIC WORKS COMPLETES THIS VOLUME. THIS INDIANA UNIVERSITY PUBLICATION MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $3.00. (AMM)

**ED 016 219** 48 AL 000 923
*ORAS, ANTS*
**ESTONIAN LITERARY READER. URALIC AND ALTAIC SERIES, VOLUME 31.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-71
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-194
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ESTONIAN, ANTHOLOGIES, FOLK CULTURE, GLOSSARIES, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LITERATURE, NORTH ESTONIAN DIALECT, POETRY, PROSE, READING MATERIALS,

THE BRIEF HISTORICAL SURVEY OF ESTONIAN LITERATURE WHICH INTRODUCES THIS ANTHOLOGY COVERS THE PERIOD FROM THE 18TH CENTURY TO THE PRESENT AND DISCUSSES THE POETS AND WRITERS INCLUDED IN THIS COLLECTION. THE FIRST PART OF THE COLLECTION PRESENTS ESTONIAN FOLK SONGS, IN NORTH ESTONIAN DIALECT, WITH A SHORT EXPLANATORY NOTE ON THE PHONOLOGY AND MORPHOLOGY. THE POEMS IN THE SECOND SECTION REPRESENT 23 POETS OF THE 19TH AND 20TH CENTURIES. THE FOLLOWING SECTION OF PROSE SELECTIONS REPRESENTS 16 AUTHORS OF THE SAME PERIOD. AN EXTENSIVE ESTONIAN-ENGLISH GLOSSARY, AND A SELECTED REFERENCE LIST AND BIBLIOGRAPHY COMPLETE THE VOLUME. THIS IS AN INDIANA UNIVERSITY PUBLICATION AND MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $4.00. (AMM)

**ED 016 220** 48 AL 000 924
*OINAS, FELIX J.*
**ESTONIAN GENERAL READER. URALIC AND ALTAIC SERIES, VOLUME 34.**
AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK
REPORT NUMBER P-72
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-193
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ESTONIAN, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *READING MATERIALS, CULTURAL CONTEXT, FOLK CULTURE, GLOSSARIES, LITERATURE,

DESIGNED FOR STUDENTS WHO HAVE COMPLETED "BASIC ESTONIAN" (BY THE SAME AUTHOR), THIS READER CONTAINS SELECTIONS ON A VARIETY OF TOPICS--ESTONIAN FOLKLORE, GEOGRAPHY, ECONOMICS, HISTORY, LITERATURE AND LANGUAGE, ART, MUSIC, SPORTS, PUBLIC HEALTH, AND SCIENCE. THE LANGUAGE AND STYLE OF THE ORIGINAL WORKS HAVE BEEN SOMEWHAT SIMPLIFIED, AND THE SELECTIONS ARRANGED TOPICALLY. THE EXTENSIVE ESTONIAN-ENGLISH GLOSSARY CONTAINS ALL THE WORDS APPEARING IN THE SELECTIONS, WITH THE EXCEPTION OF SOME NAMES. AN APPENDED BIBLIOGRAPHY PROVIDES A REFERENCE FOR THE READING SELECTION SOURCES. THIS INDIANA UNIVERSITY PUBLICATION MAY BE ORDERED FROM THE EDITOR, URALIC AND ALTAIC SERIES, RAYL HOUSE, INDIANA UNIVERSITY, BLOOMINGTON, INDIANA 47401, FOR $4.00. (AMM)

**ED 016 221** 48 AL 000 932
*MCCARUS, ERNEST RAMMUNY, RAJI*
**PROGRAMMED INTRODUCTION TO ARABIC SCRIPT AND PHONOLOGY.**
MICHIGAN UNIV., ANN ARBOR, CTR. FOR RES. LANG. AND BEH
REPORT NUMBER BR-6-1784
PUB DATE SEP 67
CONTRACT OEC-3-6-061784-0508
**EDRS PRICE MF-$0.25 HC-$1.12 26P.**
DESCRIPTORS *ARABIC, *PHONOLOGY, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *WRITING, CONTRASTIVE LINGUISTICS, ENGLISH, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, VERTICAL SEQUENCING,

THE PRESENT PROGRESS REPORT DESCRIBES INSTRUCTIONAL MATERIALS FOR THE TEACHING OF ARABIC WRITING AND PHONOLOGY, BASED ON THE RESULTS OF (1) A CONTRASTIVE ANALYSIS OF THE PHONOLOGIES OF AMERICAN ENGLISH AND MODERN LITERARY ARABIC,

(2) AN ANALYSIS OF MODERN LITERARY ARABIC WRITING, AND (3) A WORD STUDY OF 11 ELEMENTARY ARABIC TEXTBOOKS. (FOR A PREVIOUS REPORT ON THIS PROJECT AND OTHERS IN THE SAME RESEARCH CONTRACT, SEE ED 010 442.) THESE MATERIALS UTILIZE THE PRINCIPLES AND TECHNIQUES OF PROGRAMED LEARNING, AND HAVE BEEN TESTED IN THE FIRST-YEAR ARABIC COURSE AT THE UNIVERSITY OF MICHIGAN. THE SAMPLE UNITS IN THIS REPORT INCLUDE--(1) A PRONUNCIATION DRILLS UNIT, (2) A READING UNIT, (3) A WRITING UNIT, AND (4) A TESTING UNIT TO BE USED IN THE LANGUAGE LABORATORY. A DISTINCTIVE FEATURE OF THESE MATERIALS IS THE "VERTICAL SEQUENCING," WHICH PRESENTS THE FOUR LANGUAGE LEARNING SKILLS (LISTENING, SPEAKING, READING, AND WRITING) IN COMBINATION FOR REINFORCEMENT, RATHER THAN IN A "HORIZONTAL SEQUENCING," WHICH ALLOWS FOR THE PRESENTATION OF A NEW SKILL ONLY UPON THE MASTERY OF A PREVIOUS SKILL. THIS REPORT APPEARS IN "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT V," SEPTEMBER 1, L967, PUBLISHED BY THE CENTER FOR RESEARCH ON LANGUAGE AND LANGUAGE BEHAVIOR. (AMM)

**ED 016 222** 48 AL 000 975
*MARTIN, SAMUEL E. AND OTHERS*
**A KOREAN-ENGLISH DICTIONARY.**
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER BR-5-1229
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *DICTIONARIES, *KOREAN, *PRONUNCIATION, *REFERENCE BOOKS, *ROMANIZATION, ALPHABETS, BASIC VOCABULARY, CHINESE, DIALECTS, ETYMOLOGY, HANKUL SPELLING, MORPHOPHONEMICS, ORTHOGRAPHIC SYMBOLS, WORD FREQUENCY, WRITING, YALE ROMANIZATION,

ALTHOUGH THE PURPOSE OF THIS DICTIONARY IS TO "GIVE A FULL AND ACCURATE PORTRAYAL OF THE BASIC NATIVE KOREAN VOCABULARY," SOME OF THE COMMON AND USEFUL CHINESE AND EUROPEAN LOANWORDS HAVE BEEN INCLUDED AS WELL. THE AUTHORS (SAMUEL E. MARTIN, YANG HA LEE, AND SUNG-UN CHANG) HAVE FOLLOWED THE HANKUL SPELLING CONVENTIONS OF THE "UNIFIED SYSTEM" AND THE YALE ROMANIZATION SYSTEM, WHICH HERE INCLUDES "ALL RELEVANT MORPHOPHONEMIC INFORMATION INCLUDED IN EITHER OF THE TWO SPELLING SYSTEMS IN USE IN NORTH AND SOUTH KOREA." A DISCUSSION OF ALPHABETS AND CONVENTIONS USED, AND PRONUNCIATION RULES FOR THE ROMANIZATION AND HANKUL SPELLINGS PRECEDE THE ENTRIES. EACH ENTRY IS LISTED UNDER THE HANKUL SPELLING AND INCLUDES THE ROMANIZED FORM, AN INDICATION OF THE FORM CLASS, AN ENGLISH GLOSS, AND SEVERAL EXAMPLES OF THE ENTRY AS USED IN CONTEXT. SPECIAL ATTENTION IS PAID TO PROBLEMS OF ETYMOLOGY, PRONUNCIATION, AND DIALECT VARIATION. CHINESE CHARACTERS ARE GIVEN FOR WORDS OF CHINESE ORIGIN, AND A LIST OF ALL COMMON CHINESE BOUND NOUNS BEGINS EACH HOMOPHONE GROUP. PUBLISHED AS PART OF THE YALE LINGUISTIC SERIES, THIS DICTIONARY COMPRISES 1,902 PAGES AND IS AVAILABLE FOR $35.00 FROM THE YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511. (JD)

**ED 016 223** AL 000 977
*BARTON, DONALD K. AND OTHERS*
**FUNDAMENTALS OF AMHARIC (REVISED EDITION), UNITS I-III (PRONUNCIATION AND LESSONS 1-15).**
UTAH UNIV., SALT LAKE CITY
PUB DATE 67
**EDRS PRICE MF-$1.50 HC-$14.24 354P.**
DESCRIPTORS *AMHARIC, *GRAMMAR, *LANGUAGE INSTRUCTION, ETHIOPIA, FORM CLASSES (LANGUAGES), LANGUAGE STYLES, PATTERN DRILLS (LANGUAGE), PHONOLOGY, ROMANIZATION, STANDARD SPOKEN USAGE, UNIVERSITY OF UTAH,

THIS IS THE FIRST OF A THREE-VOLUME, NINE-UNIT COURSE IN BASIC AMHARIC. VOLUME ONE TOGETHER WITH VOLUME TWO (UNITS IV-VIII OR LESSONS 16-35) DEAL WITH THE PROBLEMS OF PRONUNCIATION AND THE ORAL-AURAL MASTERY OF BASIC GRAMMATICAL CONSTRUCTIONS. EACH LESSON INCLUDES A DIALOG, GRAMMATICAL NOTES, PATTERN DRILLS, EXERCISES, AND A VOCABULARY LIST. AT THE END OF EACH VOLUME ARE APPENDED ENGLISH-AMHARIC AND AMHARIC-ENGLISH GLOSSARIES. THIS COURSE WILL PREPARE THE STUDENT TO PERFORM AT A PROFICIENCY LEVEL IN SPOKEN AMHARIC OF S-3, FOLLOWING THE EVALUATION OF CRITERIA OF THE FOREIGN SERVICE INSTITUTE. (TP)

**ED 016 224** AL 000 978
*BARTON, DONALD K. AND OTHERS*
**FUNDAMENTALS OF AMHARIC (REVISED), UNITS IV-VII (LESSONS 16-35).**
UTAH UNIV., SALT LAKE CITY
PUB DATE 67
**EDRS PRICE MF-$1.25 HC-$12.80 318P.**
DESCRIPTORS *AMHARIC, *GRAMMAR, *LANGUAGE INSTRUCTION, ETHIOPIA, FORM CLASSES (LANGUAGES), LANGUAGE STYLES, PATTERN DRILLS (LANGUAGE), PHONOLOGY, ROMANIZATION, STANDARD SPOKEN USAGE, UNIVERSITY OF UTAH,

THIS IS THE SECOND OF A THREE-VOLUME COURSE IN BASIC AMHARIC. FOLLOWING THE SAME FORMAT AS THE FIRST VOLUME, EACH LESSON IN UNITS IV-VII CONTAINS A DIALOG, GRAMMATICAL NOTES, PATTERN DRILLS, EXERCISES, AND A VOCABULARY LIST. ENGLISH-AMHARIC AND AMHARIC-ENGLISH GLOSSARIES ARE APPENDED. THIS COURSE WILL PREPARE THE STUDENT TO PERFORM AT A PROFICIENCY LEVEL IN SPOKEN AMHARIC OF S-3, FOLLOWING THE EVALUATION OF THE FOREIGN SERVICE INSTITUTE. (TP)

**ED 016 225** AL 000 979
*BARTON, DONALD K. AND OTHERS*
**FUNDAMENTALS OF AMHARIC (REVISED EDITION), UNITS VIII-IX. DIALOGUES FOR CONVERSATION, AMHARIC SCRIPT.**
UTAH UNIV., SALT LAKE CITY
PUB DATE 67
**EDRS PRICE MF-$1.00 HC-$9.40 233P.**
DESCRIPTORS *AMHARIC, *GRAMMAR, *LANGUAGE INSTRUCTION, AMHARIC SCRIPT, ETHIOPIA, FORM CLASSES (LANGUAGES), LANGUAGE STYLES, PATTERN DRILLS (LANGUAGE), PHONOLOGY, ROMANIZATION, STANDARD SPOKEN USAGE, TAPE RECORDINGS, UNIVERSITY OF UTAH,

THIS IS THE THIRD AND FINAL VOLUME OF A NINE-UNIT COURSE IN BASIC AMHARIC. VOLUMES ONE AND TWO DEAL WITH THE PROBLEMS OF PRONUNCIATION AND THE ORAL-AURAL MASTERY OF BASIC GRAMMATICAL CONSTRUCTIONS. AT THE END OF EACH VOLUME ARE APPENDED ENGLISH-AMHARIC AND AMHARIC-ENGLISH GLOSSARIES. VOLUME THREE (UNITS VIII-IX) IS DIVIDED INTO TWO PARTS. PART I (UNIT VIII) CONSISTS OF A COLLECTION OF DIALOGS AND NARRATIVES WHICH ARE INTENDED TO IMPROVE AURAL COMPREHENSION AND WHICH OFFER EXTENSIVE VOCABULARY STUDY INCLUDING COLLOQUIALISMS SUITED TO DAILY SITUATIONS. TAPES ARE AVAILABLE FOR ALL OF PART I. PART II (UNIT IX) IS AN INTRODUCTION TO A STUDY OF ELEMENTARY LITERARY STYLE IN THE AMHARIC SCRIPT. THIS COURSE WILL PREPARE THE STUDENT TO PERFORM AT THE PROFICIENCY LEVEL IN SPOKEN AMHARIC OF S-3, FOLLOWING THE EVALUATION CRITERIA OF THE FOREIGN SERVICE INSTITUTE. (TP)

**ED 016 226** AL 000 983
*WILSON, GRAHAM*
**A LINGUISTICS READER.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *DESCRIPTIVE LINGUISTICS, *LINGUISTIC THEORY, *STRUCTURAL ANALYSIS, COMPOSITION (LITERARY), DIALECT STUDIES, DICTIONARIES, ETYMOLOGY, GRAMMAR, LANGUAGE STANDARDIZATION, LANGUAGE STYLES, LITERATURE, MORPHOLOGY (LANGUAGES), PHONEMICS, SPELLING, TRANSFORMATION THEORY (LANGUAGE), VOCABULARY,

THIS COLLECTION OF 36 ESSAYS BY SOME OF THE MOST OUTSTANDING LINGUISTS NOW WORKING IN THE UNITED STATES AND THE BRITISH ISLES PRESENTS A COMPOSITE PICTURE OF THE VARIOUS ASPECTS OF MODERN LINGUISTICS. DESIGNED FOR A READING AUDIENCE OF FRESHMEN OR UPPER-DIVISION ENGLISH STUDENTS, FUTURE TEACHERS, OR THE LAYMAN INTERESTED IN LANGUAGE AND ITS WORKINGS, THE FIRST GROUP OF ESSAY TOPICS INCLUDES ASSUMPTIONS WHICH THE LINGUIST MAKES ABOUT LANGUAGE, AND SOME POSSIBLE APPLICATIONS OF LINGUISTICS TO THE TEACHING OF COMPOSITION AND LITERATURE. OTHER SECTIONS DEAL WITH "CORRECTNESS," LINGUISTIC CRITICISM, GRAMMAR, AND SUCH RELATED MATTERS AS SPELLING, DIALECTS, AND DICTIONARIES. DISCUSSION QUESTIONS FOLLOW MOST OF THE SELECTIONS. THE FOREWORD, WRITTEN BY PAUL ROBERTS, PROVIDES A BACKGROUND OF THE HISTORY OF LANGUAGE STUDY AND SOME OF THE MAIN PROBLEMS WITH WHICH LINGUISTS ARE CONCERNED TODAY. THIS VOLUME IS PUBLISHED BY HARPER AND ROW, PUBLISHERS, INC., 49 EAST 33RD STREET, NEW YORK, N.Y. 10016. ($5.50) (AMM)

**ED 016 227** AL 000 986
*FENN, HENRY C. TEWKSBURY, M. GARDNER*
**SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE.**
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER BR-6-8349
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *MANDARIN CHINESE, AUDIOLINGUAL SKILLS, ROMANIZATION, STANDARD SPOKEN USAGE, YALE ROMANIZATION,

THIS TEXT IS A THOROUGH REVISION AND EXPANSION OF M. GARDNER TEWKSBURY'S "SPEAK CHINESE" OF 1948. THE 24 LESSONS OF THE EARLIER TEXT HAVE BEEN REGROUPED INTO 20 AND THE VOCABULARY NOW INCLUDES 850 ITEMS. WHEN USED WITH THE EXERCISES IN THE ACCOMPANYING "STUDENT'S WORKBOOK" THE TEXT IS SUITABLE FOR INTENSIVE COURSES AS WELL AS MORE CONVENTIONAL COURSES. THE LESSONS IN THIS VOLUME CONSIST OF--(1) A DIALOGUE OR NARRATIVE WHICH PRESENTS VOCABULARY AND PATTERNS IN NATURAL, EVERYDAY SITUATIONS, (2) A VOCABULARY LISTING OF NEW ITEMS WITH THEIR ENGLISH GLOSS AND IN THE CONTEXT OF SENTENCES, AND (3) SENTENCE PATTERNS AND NOTES WHICH ARE INTRODUCED IN AN ORDER "DEVELOPED OUT OF CLASSROOM EXPERIENCE RATHER THAN FROM LINGUISTIC THEORY." IN ORDER TO ENCOURAGE AURAL-ORAL PROFICIENCY, ALL CHINESE MATERIAL IS TRANSCRIBED IN YALE ROMANIZATION. "READ CHINESE, BOOK I" (YALE LINGUISTIC SERIES) MAY BE USED TO TEACH READING AFTER THE STUDENT HAS MASTERED THE VOCABULARY IN THE FIRST HALF OF THIS TEXT. ALONG WITH THE "STUDENT'S WORKBOOK" AND A "TEACHER'S MANUAL," THIS 238-PAGE TEXT IS AVAILABLE FROM THE PUBLISHER, THE YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511, FOR $2.75. (JD)

**ED 016 228** AL 000 987
*FENN, HENRY C. AND OTHERS*
**SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE. STUDENT'S WORKBOOK.**
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER BR-6-8349
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *INSTRUCTIONAL MATERIALS, *MANDARIN CHINESE, *WORKBOOKS, AUDIOLINGUAL SKILLS, PATTERN DRILLS (LANGUAGE), ROMANIZATION, YALE ROMANIZATION,

THE DRILLS AND EXERCISES IN THIS WORKBOOK ARE CORRELATED WITH THE 20 LESSONS IN THE TEXT. TYPICAL OF THE EXERCISES INCLUDED ARE--VOCABULARY DRILLS, PATTERN DRILLS, QUESTION AND ANSWER DRILLS, AND ENGLISH TO MANDARIN TRANSLATION EXERCISES. AS IN THE TEXT, ALL MANDARIN MATERIAL IS IN YALE ROMANIZATION AND PRIMARILY AURAL-ORAL SKILLS ARE STRESSED. THE FOREWORD IS ADDRESSED TO THE STUDENT AND EXPLAINS THE OBJECTIVES AND FORMAT OF THE TEXT AS WELL AS GIVING SUGGESTIONS FOR STUDY. THIS WORKBOOK IS AVAILABLE IN PAPERBACK FOR $2.75 FROM THE YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511. (JD)

**ED 016 229** AL 000 988
*FENN, HENRY C.*
**SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE. TEACHER'S MANUAL.**
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER BR-6-8349
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *AUDIOLINGUAL SKILLS, *MANDARIN CHINESE, *PRONUNCIATION INSTRUCTION, *TEACHING GUIDES, MANUALS, PATTERN DRILLS (LANGUAGE), YALE ROMANIZATION,

THE AUTHOR'S PURPOSE IN COMPILING THIS MANUAL "IS NOT TO DICTATE A TEACHING PROGRAM BUT TO OFFER TESTED EXERCISES WHICH EACH TEACHER MAY USE OR ADAPT IN PLANNING HIS OWN COURSE." COORDINATED WITH THE LESSONS IN THE TEXTBOOK, THE MANUAL INCLUDES ADDITIONAL ORAL DRILLS FOR CLASSWORK OR LABORATORY. THE ENGLISH TO MANDARIN TRANSLATION EXERCISES ARE INTENDED FOR ORAL WORK, JUST AS THE DRILLS IN THE "STUDENT'S WORKBOOK" CALL FOR OUTSIDE PREPARATION IN WRITING. APPENDED ARE FIVE SUPPLEMENTARY STORIES TO BE TOLD AS FOLK TALES. YALE ROMANIZATION IS USED THROUGHOUT THIS 97-PAGE MANUAL. THE PUBLISHER OF THIS VOLUME IS THE YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511, AND IT IS AVAILABLE FOR $1.75 IN PAPERBACK, $3.50 HARDCOVER. (JD)

**ED 016 230** 48 AL 001 027
*BECKER, ALTON LEWIS*
**A GENERATIVE DESCRIPTION OF THE ENGLISH SUBJECT TAGMEMES.**
MICHIGAN UNIV., ANN ARBOR,CTR.FOR RES.LANG.AND BEH
REPORT NUMBER BR-6-1784
PUB DATE SEP 67
CONTRACT OEC-3-6-061784-0508
EDRS PRICE MF-$0.75 HC-$7.32 181P.
DESCRIPTORS *PHRASE STRUCTURE, *SENTENCE STRUCTURE, *TAGMEMIC ANALYSIS, ENGLISH, FORM CLASSES (LANGUAGES), TRANSFORMATION GENERATIVE GRAMMAR, TRANSFORMATIONS (LANGUAGE),

ONE OF FOUR THESES WHICH FORM THE "SUPPLEMENT TO STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR, PROGRESS REPORT V," SEPTEMBER 1967, THIS STUDY WAS DESIGNED TO RESEARCH (A) WHAT SORT OF INFORMATION ABOUT GRAMMATICAL CONSTITUENTS IS NECESSARY IN A GRAMMAR, AND (B) HOW THIS INFORMATION CAN BE PRESENTED IN A GENERATIVE TAGMEMIC GRAMMAR. THE FIRST CHAPTER DESCRIBES THE NOTION OF "SUBJECT" IN ENGLISH ACCORDING TO SEVERAL PROMINENT LINGUISTS AND PROCEEDS TO DISCUSS FOUR TYPES OF GRAMMATICAL UNITS--(1) GRAMMATICAL FORM (SUBJECT, OBJECT), (2) GRAMMATICAL MEANING (AGENT, GOAL, INSTRUMENT), (3) LEXICAL FORM (NOUN, VERB), AND (4) LEXICAL MEANING (ANIMATE, MALE, HUMAN). CHAPTER TWO PRESENTS R. LONGACRE'S MODEL OF TAGMEMICS WHICH THE AUTHOR CLAIMS IS ADEQUATE FOR DISCERNING SURFACE STRUCTURE (GRAMMATICAL AND LEXICAL FORM), BUT INSUFFICIENT FOR DEEP STRUCTURE ANALYSIS (GRAMMATICAL AND LEXICAL MEANING). THE THIRD CHAPTER INVOLVES A DESCRIPTION OF ENGLISH SUBJECT TAGMEMES AS WELL AS A DETAILED DISCUSSION OF CLAUSE-LEVEL GENERATIVE RULES. THE FINAL CHAPTER CORRELATES THE FOUR TYPES OF GRAMMATICAL UNITS (TAGMEMES) WITH THE DESCRIPTIVE RELEVANCE OF GRAMMATICAL LEVELS (WORD, PHRASE, SENTENCE), AND THE SUFFICIENCY OF THE GRAMMAR IN PROVIDING INFORMATION FOR SEMANTIC INTERPRETATION (DEEP STRUCTURE) IS DISCUSSED. THIS STUDY WAS PUBLISHED AT THE CITY CENTER BUILDING, 220 EAST HURON STREET, ANN ARBOR, MICHIGAN 48108. (FB)

**ED 016 231** AL 001 040
*WOLFE, DAVID L.*
SOME THEORETICAL ASPECTS OF LANGUAGE LEARNING AND LANGUAGE TEACHING.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CHILD DEVELOPMENT, *LANGUAGE DEVELOPMENT, *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, ADULT EDUCATION, ANN ARBOR, CONTRASTIVE LINGUISTICS, ELEMENTARY EDUCATION, ENGLISH (SECOND LANGUAGE), FLES, INSTRUCTIONAL MATERIALS, INTERFERENCE (LANGUAGE LEARNING), PSYCHOLINGUISTICS, TEACHING METHODS, TEACHING TECHNIQUES, UNIVERSITY OF MICHIGAN,

BECAUSE LANGUAGE ACQUISITION FOR A CHILD IS AN UNCONSCIOUS PROCESS, FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY CLASSROOM SHOULD AVOID "CONSCIOUS" LEARNING PROCEDURES AND STRIVE FOR A NATURAL SITUATION. LANGUAGE ACQUISITION FOR AN ADULT IS AN ARTIFICIAL, CONSCIOUS PROCESS, HOWEVER, AND NECESSITATES DIFFERENT TEACHING METHODS AND MATERIALS. THE AUTHOR FEELS THAT MANY LANGUAGE TEACHING MATERIALS FOR ADULTS PRESENT UNTRUE OR DISTORTED LANGUAGE BEHAVIOR--(1) IN THE REPETITION OF DRILLS WHICH HAVE NO BEARING ON THE STUDENTS' SITUATION, (2) IN MEMORIZED DIALOGS, AND (3) IN THE USE OF ABSTRACT SENTENCES IN EARLY DRILLS AND TESTS. THE TEACHER SHOULD BE AWARE OF THE CONTRASTIVE DIFFERENCES BETWEEN THE NATIVE AND TARGET LANGUAGES. HE SHOULD ALSO REALIZE, HOWEVER, THAT MATERIALS BASED SOLELY ON CONTRASTIVE ANALYSIS ARE NOT SUFFICIENT. THE TARGET LANGUAGE ITSELF MAY PRESENT A TYPE OF INTERFERENCE WHICH DOES NOT ORIGINATE IN THE NATIVE LANGUAGE. CONTRASTS WITHIN THE TARGET LANGUAGE SHOULD BE DRILLED IN TERMS OF THE TARGET LANGUAGE, WITHOUT REFERENCE TO THE NATIVE LANGUAGE. THE AUTHOR ALSO DISCUSSES THE MINIMAL STAGES REQUIRED IN THE TEACHING OF LANGUAGE ELEMENTS TO ADULTS. THIS ARTICLE APPEARS IN "LANGUAGE LEARNING," VOLUME XVII, NUMBERS 3 AND 4, DECEMBER 1967. THE PUBLISHER'S ADDRESS IS LANGUAGE LEARNING, NORTH UNIVERSITY BUILDING, ANN ARBOR, MICHIGAN 48104. (AMM)

**ED 016 232** AL 001 042
*GLADNEY, MILDRED R. LEAVERTON, LLOYD*
**A MODEL FOR TEACHING STANDARD ENGLISH TO NON-STANDARD ENGLISH SPEAKERS.**
PUB DATE FEB 68
EDRS PRICE MF-$0.25 HC-$0.56 12P.
DESCRIPTORS *ELEMENTARY EDUCATION, *INSTRUCTIONAL MATERIALS, *LANGUAGE ARTS, *NEGRO DIALECTS, *TENL, CHICAGO, CULTURALLY DISADVANTAGED, LANGUAGE PROFICIENCY, NEGRO EDUCATION, NEGRO STUDENTS, PSYCHOLINGUISTICS, SOCIOLINGUISTICS, VERBS,

AFTER TAPE RECORDING AND ANALYZING INFORMAL CONVERSATIONS WITH KINDERGARTEN AND THIRD-GRADE NEGRO CHILDREN IN THE CHICAGO PUBLIC SCHOOLS, A PROGRAM OF LANGUAGE ARTS INSTRUCTION WAS DRAWN UP TO (1) USE ACTUAL STATEMENTS MADE BY THE CHILD IN HIS DIALECT FOR CONTRAST

WITH STANDARD ENGLISH, (2) LIMIT PATTERN PRACTICE TO VERBS AND TO STATEMENTS EASILY COMPARED WITH STANDARD ENGLISH, AND (3) FOCUS ON ONE VERB PATTERN AT A TIME. IN EACH OF EIGHT UNITS THE CHILDREN WERE FIRST ENCOURAGED TO MAKE STATEMENTS USING THE VERB TO BE STUDIED. THESE WERE THEN RECORDED ON THE CHALKBOARD IN STANDARD ENGLISH (CALLED "SCHOOL TALK") AND NONSTANDARD DIALECT (CALLED "EVERYDAY TALK") AND CONTRASTS WERE POINTED OUT AND DRILLED. WRITTEN MATERIALS WERE PREPARED IN BOTH DIALECTS AND THE CHILDREN PRACTICED CHANGING NONSTANDARD TO STANDARD. AT THE END OF ONE SCHOOL YEAR, INFORMAL CONVERSATIONS IN "SCHOOL TALK" WERE RECORDED WITH SMALL GROUPS FROM THE EXPERIMENTAL CLASS AND FROM CONTROL CLASSES. SIGNIFICANT DIFFERENCES WERE NOTED IN REGARD TO USAGE OF TWO OF THE SIX VERBS TESTED, BUT NO STATISTICALLY SIGNIFICANT DATA WERE FOUND FOR THE OTHER FOUR. THIS PAPER WAS READ AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING, CHICAGO, ILLINOIS, FEBRUARY 1968. (JD)

**ED 016 233 48 AL 001 053**
*DE FRANCIS, JOHN AND OTHERS*
**INTERMEDIATE CHINESE READER. PART I.**
SETON HALL UNIV., SOUTH ORANGE, N.J.
REPORT NUMBER BR-5-1284
YALE UNIV., NEW HAVEN, CONN.
PUB DATE 67
CONTRACT OEC-5-14-042
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CHINESE, *MANDARIN CHINESE, *ORTHOGRAPHIC SYMBOLS, *READING MATERIALS, PINYIN ROMANIZATION, ROMANIZATION, WRITING,

THIS TWO-VOLUME TEXT IS A SEQUEL TO "BEGINNING CHINESE READER" AND IS CLOSELY CORRELATED WITH "BEGINNING CHINESE" AND "ADVANCED CHINESE," ALL BY THE SAME AUTHOR. INTRODUCED IN THE 30 LESSONS ARE 400 NEW CHARACTERS, 2,500 COMPOUNDS, AND ABOUT 200,000 CHARACTERS OF RUNNING TEXT. THE CHARACTERS ARE INTRODUCED THROUGH A CHART IN LARGE PRINT, PINYIN ROMANIZATION, AND ENGLISH TRANSLATION, AND ARE THEN REPEATED IN ILLUSTRATIVE SENTENCES, DIALOGS, AND NARRATIVE OR EXPOSITORY FORM. ONLY THE MORE DIFFICULT SENTENCES ARE TRANSLATED INTO ENGLISH. WHERE POSSIBLE, THE LESSONS INCLUDE EXCERPTS FROM ACTUAL CHINESE PUBLICATIONS TO ACCOMPANY THE PEDAGOGICAL READINGS. THE FIRST VOLUME, PART I, CONTAINS THE TABLE OF CONTENTS, PREFACE, AND LESSONS 1 TO 15. AVAILABLE FOR $3.75, PART I (690 PAGES) IS PUBLISHED BY THE YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511. (JD)

**ED 016 234 48 AL 001 054**
*DE FRANCIS, JOHN AND OTHERS*
**INTERMEDIATE CHINESE READER. PART II.**
SETON HALL UNIV., SOUTH ORANGE, N.J.
REPORT NUMBER BR-5-1284
YALE UNIV., NEW HAVEN, CONN.
PUB DATE 67
CONTRACT OEC-5-14-042
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CHINESE, *MANDARIN CHINESE, *ORTHOGRAPHIC SYMBOLS, *READING MATERIALS, INDEXES (LOCATERS), PINYIN ROMANIZATION, ROMANIZATION, WRITING,

THE SECOND OF TWO VOLUMES, PART II CONTAINS LESSONS 16 TO 30 AND SHORT "SUPPLEMENTARY LESSONS ON SIMPLIFIED CHARACTERS." THESE LESSONS, WHICH FOLLOW THE SAME FORMAT AS THOSE IN PART I, ARE APPENDED BY--(1) A STROKE-ORDER CHART FOR THOSE CHARACTERS STUDENTS MIGHT FIND DIFFICULT TO WRITE, (2) THREE SUMMARY CHARTS LISTING CHARACTERS BY LESSON, NUMBER OF STROKES, AND RADICAL, (3) A CHART CONTRASTING REGULAR AND SIMPLIFIED CHARACTERS, AND (4) CHARTS COMPARING SUNG AND MING TYPE FACES AND VARIANT FORMS OF THE SAME CHARACTER. AN INDEX IN PINYIN ROMANIZATION AND CHARACTER SCRIPT GIVES THE ENGLISH GLOSS AND TEXT REFERENCES FOR THE NEW MATERIAL. BOTH THE INDEX AND THE CHARTS REFER TO THE ENTIRE TEXT. PART II OF THIS TEXT (1,427 PAGES) IS AVAILABLE FOR $3.75 FROM THE PUBLISHER, YALE UNIVERSITY PRESS, 149 YORK STREET, NEW HAVEN, CONNECTICUT 06511. (JD)

**ED 016 235 AL 001 066**
*KAPLAN, ROBERT B.*
**ENGLISH LANGUAGE PROFICIENCY AND THE FOREIGN STUDENT.**
PUB DATE 68
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *FOREIGN STUDENTS, *LANGUAGE PROFICIENCY, AMERICAN CULTURE, COLLEGE ADMISSION, COLLEGE LANGUAGE PROGRAMS, CROSS CULTURAL TRAINING, GROUPING (INSTRUCTIONAL PURPOSES), NAFSA, UNIVERSITIES,

THE AUTHOR BELIEVES THAT ENGLISH LANGUAGE PROFICIENCY SHOULD NOT BE MADE A COLLEGE ENTRANCE REQUIREMENT FOR FOREIGN STUDENTS. HE ALSO BELIEVES, HOWEVER, THAT INSTITUTIONS WHICH ARE NOT ABLE TO PROVIDE ADEQUATE TRAINING IN ENGLISH FOR FOREIGN STUDENTS SHOULD NOT ENCOURAGE THESE STUDENTS TO ENROLL. THE CONSORTIUM PLAN WHEREBY SCHOOLS WITH NO ENGLISH-FOR-FOREIGN STUDENTS PROGRAMS COULD SHARE STUDENT POPULATION, FACULTY, AND FACILITIES, IS A SUGGESTED ALTERNATIVE. EXISTING PROGRAMS FOR FOREIGN STUDENTS SHOULD NOT BE CONSIDERED REMEDIAL ENGLISH, BUT RATHER ON THE SAME LEVEL AS THE FOREIGN LANGUAGE COURSES FOR AMERICAN COLLEGE STUDENTS, WITH EQUIVALENT CREDIT AND STATUS. MODERATE ACCULTURATION, WHICH IS "BOTH DESIRABLE AND NECESSARY" AND NOT TO BE CONFUSED WITH PROPAGANDIZING OR "BRAINWASHING," MAY BE FURTHERED BY SOMEWHAT MORE FORMAL, RATHER SPECIFIC INSTRUCTION IN THE AREAS OF NONVERBAL COMMUNICATION. THE NEED FOR SMALL CLASSES FOR FOREIGN STUDENTS IS ACCOMPANIED BY A NEED FOR GROUPING THE STUDENTS EITHER BY LINGUISTIC CRITERIA (WHICH IS PEDAGOGICALLY IMPRACTICAL) OR BY PROFICIENCY, WHICH "APPEARS TO BE THE ONLY PRACTICAL SOLUTION." THIS ARTICLE IS PUBLISHED IN THE WINTER 1968 ISSUE OF "EXCHANGE," A PUBLICATION OF THE U.S. ADVISORY COMMISSION ON INTERNATIONAL EDUCATION AND CULTURAL AFFAIRS, AND MAY BE ORDERED FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.25. (AMM)

**ED 016 236 AL 001 078**
*STEWART, WILLIAM A.*
**CONTINUITY AND CHANGE IN AMERICAN NEGRO DIALECTS.**
PUB DATE 68
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *DIACHRONIC LINGUISTICS, *DIALECT STUDIES, *NEGRO DIALECTS, *NEGRO HISTORY, *TENL, CREOLES, GRAMMAR, GULLAH, LANGUAGE CLASSIFICATION, LANGUAGE HANDICAPS, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, LANGUAGE STANDARDIZATION, STRUCTURAL ANALYSIS,

IN AN EARLIER ARTICLE (ALSO PUBLISHED IN THE FLORIDA FOREIGN LANGUAGE REPORTER) THE AUTHOR CITED EVIDENCE FOR BELIEF THAT THE NEGRO FIELD SLAVES "SPOKE A VARIETY OF ENGLISH WHICH WAS IN FACT A TRUE CREOLE LANGUAGE" AND THAT STRUCTURAL TRACES OF THIS CREOLE PREDECESSOR MAY BE HEARD TODAY IN THE NONSTANDARD ENGLISH SPEECH PATTERNS OF AMERICAN NEGROES (ESPECIALLY CHILDREN). IN THIS ARTICLE HE COMPARES GRAMMATICAL PATTERNS OF NEGRO NONSTANDARD, WHITE STANDARD AND NONSTANDARD, GULLAH, ENGLISH-BASED CREOLES OF THE CARRIBEAN, AND WEST AFRICAN PIDGIN ENGLISH, AND HE CALLS FOR A COMPLETE REASSESSMENT OF CURRENT DIALECT STUDIES CONCERNING THE RELATIONSHIPS AMONG THESE VARIETIES OF ENGLISH. IT MAY BE THAT "THE WORD-FORM SIMILARITIES BETWEEN NONSTANDARD NEGRO DIALECTS AND NONSTANDARD WHITE DIALECTS ARE THE RESULT OF A RELATIVELY SUPERFICIAL MERGING PROCESS" THROUGH "MINOR PRONUNCIATION CHANGES AND VOCABULARY SUBSTITUTIONS" WITH THE CREOLE GRAMMATICAL PATTERNS REMAINING RESISTANT TO THIS SUBSTITUTION PROCESS. THE TEACHER, UNAWARE OF THE PROCESSES INVOLVED, MAY CONCENTRATE ON THE MORE OBVIOUS WORD-FORM DIFFERENCES AND MISS THE GRAMMATICAL DIFFERENCES. REALISTIC LANGUAGE PROGRAMS FOR THE DISADVANTAGED NEGRO CHILD MUST TAKE INTO ACCOUNT "ETHNICALLY CORRELATED DIALECT DIFFERENCES." THIS ARTICLE WILL BE PUBLISHED IN THE SPRING 1968 ISSUE OF THE FLORIDA FOREIGN LANGUAGE REPORTER, 801 N.E. 177 STREET, NORTH MIAMI BEACH, FLORIDA 33162. (JD)

**ED 016 237 AL 001 087**
*CHOMSKY, NOAM*
**LANGUAGE AND THE MIND.**
COMMUNICATIONS RESEARCH MACHINES INC., DEL MAR, CAL
PUB DATE FEB 68
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *DEEP STRUCTURE, *PSYCHOLINGUISTICS, *SURFACE STRUCTURE, *VERBAL DEVELOPMENT, LEARNING THEORIES, TRANSFORMATION GENERATIVE GRAMMAR, TRANSFORMATIONS (LANGUAGE),

WITHIN THE GENERAL FRAMEWORK OF PRINCIPLES OF LEARNING, THE AUTHOR DISCUSSES THE LINGUISTIC RELATIONSHIP BETWEEN THE STUDY OF GRAMMAR AND UNIVERSAL GRAMMAR, AND HOW THIS RELATIONSHIP CORRELATES WITH THE MECHANISMS OF HUMAN PERCEPTION AND LEARNING. HE EMPHASIZES THAT LANGUAGE IS NEITHER ENTIRELY INNOVATIVE NOR A "HABIT STRUCTURE," BUT RATHER IS MOLDED BY INTERNAL

FACTORS AND THEN REALIZED THROUGH EXPERIENCE. HE SUPPORTS W. VON HUMBOLDT'S REMARKS ON THIS POINT. A CHILD ACQUIRES LANGUAGE IN A WAY SIMILAR TO THEORY CONSTRUCTION--HE ACQUIRES LAWS BEFORE HE IS CAPABLE OF MORE COMPLEX INTELLECTUAL MANEUVERS, AND HIS KNOWLEDGE OF THE SYSTEM FORMS AN INTERNALIZED GRAMMAR WHICH BECOMES HIS OWN THEORY OF LANGUAGE. THE HUMAN MIND HAS INNATE PROPERTIES THAT UNDERLIE THE ACQUISITION OF KNOWLEDGE, AND CHOMSKY RELATES THIS PHENOMENON TO HIS THEORY OF "SURFACE" AND "DEEP" STRUCTURE. USING A SET OF ENGLISH SENTENCES AND AN ACCOMPANYING SERIES OF ACCEPTABLE AND UNACCEPTABLE PARAPHRASES OF THE INITIAL SENTENCE, THE AUTHOR DEMONSTRATES THAT (1) THE SURFACE STRUCTURE MAY NOT ADEQUATELY REFLECT THE DEEP UNDERLYING STRUCTURE, AND (2) RULES THAT DETERMINE DEEP AND SURFACE STRUCTURE MUST BE HIGHLY ABSTRACT AND REMOTE FROM CONSCIOUSNESS. CONCLUSIONS INDICATE THAT DEEP STRUCTURE IS REPRESENTED BY SUCH TRANSFORMATIONAL OPERATIONS AS PASSIVIZATION AND INTERROGATION, AND THAT A NETWORK OF GRAMMATICAL RELATIONS DETERMINES SEMANTIC INTERPRETATION. THIS ARTICLE IS IN "PSYCHOLOGY TODAY," VOL. 1, NO. 9, FEB. 1968. (FB)

**ED 016 238** CG 000 430
*SMITH, HYRUM M. ECKERSON, LOUISE O.*
**GUIDANCE SERVICES IN ELEMENTARY SCHOOLS, A NATIONAL SURVEY.**
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
REPORT NUMBER OE-25045
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CHILD DEVELOPMENT SPECIALISTS, *EDUCATIONAL RESEARCH, *ELEMENTARY SCHOOL GUIDANCE, *ELEMENTARY SCHOOL SUPERVISORS, *PRINCIPALS, BEHAVIORAL SCIENCES, COUNSELING PROGRAMS, COUNSELING SERVICES, ELEMENTARY SCHOOL STUDENTS, QUESTIONNAIRES,
ACCORDING TO A SURVEY OF ELEMENTARY SCHOOL PRINCIPALS, THE SERVICES OF CHILD DEVELOPMENT CONSULTANTS (CDC'S) HAVE HAD AN IMPACT ON THE DEVELOPMENT OF CHILDREN. ALMOST 13,000 ELEMENTARY SCHOOLS HAD CDC'S IN 1962-63. OF THE PRINCIPALS IN SCHOOLS WITHOUT CDC'S, THREE-FOURTHS EXPRESSED NEED FOR SUCH SERVICES. CDC'S DESCRIBED AS HAVING A BACKGROUND IN PSYCHOLOGY WERE MORE NUMEROUS THAN ANY OTHER GROUP OF BEHAVIORAL SPECIALISTS. ABOUT TWO-THIRDS OF THE CDC'S HAD MASTER'S OR DOCTORAL DEGREES. THE LARGEST PERCENTAGE OF PRINCIPALS REPORTED THAT THEIR CDC'S WORKED MORE WITH CHILDREN THAN EITHER TEACHERS OR PARENTS. CHILDREN WITH EMOTIONAL-SOCIAL PROBLEMS WERE AMONG THOSE RECEIVING THE MOST ATTENTION FROM CDC'S. CONSULTATION WITH PARENTS AND TEACHERS, IN ADDITION TO THE COUNSELING OF CHILDREN, WERE CONSIDERED THE MOST IMPORTANT FUNCTIONS OF THE CDC. THE MEDIAN NUMBER OF PUPILS PER CDC WAS 789. THE MEDIAN NUMBER CITED AS BEING NEEDED FOR ADEQUATE SERVICE WAS 609 PUPILS PER CDC. BECAUSE QUESTIONNAIRES WERE ANSWERED BY PRINCIPALS, THE GUIDANCE PERSONNEL VIEW IS LIMITED IN THIS SURVEY. SAMPLES WERE DRAWN ONLY FROM SCHOOLS WHICH ENROLLED OVER 100 PUPILS. THIS DOCUMENT IS AVAILABLE AS CATALOG NO. FS-5.225/25045 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 FOR $0.55. (SK)

**ED 016 239** 24 CG 000 698
*MUSSEN, PAUL LEWIS, HILDA*
**CRITERIA FOR EVALUATION OF CHILDREN'S ARTISTIC CREATIVITY. FINAL REPORT.**
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER BR-5-8297
PUB DATE FEB 67
CONTRACT OEC-6-10-189
**EDRS PRICE MF-$0.25 HC-$1.96 47P.**
DESCRIPTORS *ART, *CREATIVE ART, *CREATIVITY RESEARCH, *ORIGINALITY, CREATIVITY, GRAPHIC ARTS, MEASUREMENT INSTRUMENTS, PEARSON PRODUCT MOMENT CORRELATIONS, RESEARCH REPORTS, ROUSE SCALE, TRYON CLUSTER ANALYSIS METHOD,
TO DEVELOP AND VALIDATE AN INSTRUMENT FOR IDENTIFYING CREATIVITY IN PREADOLESCENTS, 19 SUBJECTS, 17 OF WHOM WERE TEACHERS EVALUATED EIGHT DRAWINGS BY 10-12 YEAR OLDS USING THE FIVE POINT ROUSE SCALE. THIS SCALE COUNSISTS OF A SERIES OF DESCRIPTIONS OF GRAPHIC AND PLASTIC ARTS COVERING 20 ITEMS, SUCH AS SHAPE, TEXTURE, UNITY, ORIGINALITY, AND REALISM. STATISTICAL ANALYSIS WAS USED TO CLARIFY RESULTS. THE ROUSE SCALE WAS THEN MODIFIED, AND THE REVISED SCALE USED BY A SECOND SAMPLE OF 16 SUBJECTS. MATERIALS WERE IDENTICAL EXCEPT FOR A SET OF CARDS DESIGNED TO HELP SUBJECTS FOCUS ON THE AREA CONSIDERED. THE SUBJECTS WERE FIRST ASKED TO CHOOSE THE PICTURE IN WHICH THE ARTIST HAD THE MOST ORIGINAL INTENTION AND THEN CHOOSE THE PICTURE WITH THE MOST ARTISTIC MERIT. THEY WERE THEN ASKED TO MAKE THE SAME TWO CHOICES FOR TECHNIQUE AND MESSAGE. SUBJECTS WERE ABLE TO DISTINGUISH BETWEEN THE TWO FACTORS IN A GLOBAL, RATHER THAN SPECIFIC, WAY. THEY ALSO SAID THAT ORIGINAL ART IS CONTEMPORARY, ABSTRACT AND SPONTANEOUS, WHILE ART WITH ARTISTIC MERIT IS OLD, REPRESENTATIONAL, DULL, AND MAINLY PLEASING. (PR)

**ED 016 240** CG 000 874
*CARROLL, EDWARD J.*
**DYNAMIC EQUILIBRIUM IN THERAPEUTIC SITUATIONS.**
PUB DATE 21 MAR 67
**EDRS PRICE MF-$0.25 HC-$0.52 11P.**
DESCRIPTORS *BEHAVIOR CHANGE, *PSYCHOTHERAPY, *SYSTEMS APPROACH, SOCIAL CHANGE, SOCIAL SYSTEMS, SPEECHES, SYSTEMS ANALYSIS,
THE CONCEPT OF DYNAMIC EQUILIBRIUM IS USED TO EXAMINE THE OCCURRENCE OF CHANGE IN A THERAPEUTIC INTERVIEW AND TO PROPOSE A THEORY OF THERAPY. BY ANALYZING THE WORKINGS OF THE PSYCHOSOCIAL SYSTEM THROUGH THE GENERAL SYSTEMS THEORY, IT IS POSSIBLE TO SEE HOW CHANGE OCCURS IN AN INDIVIDUAL FAMILY OR COMMUNITY. APPLIED TO A FAMILY INTERVIEW, THE MODEL INDICATES THAT THE INTERVIEWER PLAYS A DISTURBING ROLE IN ORDER TO RENDER A STABLE SYSTEM UNSTABLE AND TO INDUCE A NEW LEVEL OF STABILITY. IT IS SUGGESTED THAT THE PROCESS OF THERAPY CONSISTS OF A LONG SERIES OF SUCH EQUILIBRIA, DISEQUILIBRIA, AND NEW EQUILIBRIA. TO DETERMINE THE DYNAMIC EQUILIBRIUM OF ANY SOCIAL SYSTEM, THE INITIAL STATE OF THE SYSTEM, THE ADEQUACY OF REGULATORY RESOURCES, THE CONSTANCY OF THE ENVIRONMENT, NATURE, FORCE, RATE, AND SEQUENCE OF DISTURBANCES, AND THE CONSEQUENT LEVEL OF ANXIETY MUST BE ASSESSED. THEN, THE EFFORT REQUIRED TO INDUCE CHANGE MAY BE ESTIMATED. THIS SPEECH WAS PRESENTED AT THE 1967 ANNUAL MEETING OF THE AMERICAN ORTHOPSYCHIATRIC ASSOCIATION, WASHINGTON, D.C., MARCH 21, 1967. REPRINT REQUESTS MAY BE ADDRESSED TO 8201 PONCE DE LEON ROAD, MIAMI, FLORIDA 33143. (NS)

**ED 016 241** CG 001 050
*MOULTON, ROBERT W.*
**MOTIVATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES IN COMPETENCE.**
PUB DATE 3 SEP 67
**EDRS PRICE MF-$0.25 HC-$0.52 11P.**
DESCRIPTORS *INDIVIDUAL DIFFERENCES, *MOTIVATION, *SELF EVALUATION, *TASK PERFORMANCE, *VALUES, PROBABILITY, SELF ESTEEM, SPEECHES, THEORIES,
SELF-JUDGMENTS OF COMPETENCE VARY GREATLY. COMPETENCE JUDGMENTS ARE IMPORTANT IN TESTING THE THEORY OF ACHIEVEMENT MOTIVATION. APPLICATION OF THIS THEORY REQUIRES ACCURATE CONTROL OR ASSESSMENT OF THE SUBJECTIVE PROBABILITIES IN AN INDIVIDUAL'S COMPETENCE JUDGMENTS. SUBJECTIVE PROBABILITIES ARE OF TWO TYPES--(1) SUBJECTIVE PROBABILITY OF SUCCESS, AND (2) CONSENSUAL DIFFICULTY LEVEL OR GENERALIZED JUDGMENTS ABOUT DIFFICULTY. VARIOUS TECHNIQUES FOR ELIMINATING OR CONTROLLING INDIVIDUAL COMPETENCE JUDGMENTS HAVE BEEN DEVISED. IN ONE METHOD, THE SUBJECT STATES HIS PROBABILITY OF SUCCESS FOR THE TASK. IN ANOTHER METHOD, THE SUBJECT IS GIVEN AN ASSESSMENT OF HIS COMPETENCE PRIOR TO PERFORMANCE OF THE TASK. SOME RESEARCH STUDIES HAVE SHOWN THAT THE COMPETENCE VARIABLE IS RELEVANT IN MEASURING ACHIEVEMENT MOTIVATION. THIS TOPIC REQUIRES FURTHER INVESTIGATION. EXTRINSIC INCENTIVES SUCH AS SOCIAL APPROVAL AND PRESTIGE ALSO PLAY A ROLE IN THE COMPETENCE VARIABLE. THE TENDENCY TO PERFORM AN ACHIEVEMENT RELATED ACT WILL INCREASE AS A FUNCTION OF CONSENSUAL DIFFICULTY LEVEL. COMPETENCE IS IMPORTANT, MEASURABLE, AND CAN BE USED TO ASSESS THE RELATIONSHIP BETWEEN EXTERNAL DEFINITION OF DIFFICULTY LEVEL AND SUBJECTIVE PROBABILITIES. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 1967. (SK)

**ED 016 242** CG 001 185
*PHILLIPS, BEEMAN N.*
**THE NATURE OF SCHOOL ANXIETY AND ITS RELATIONSHIP TO CHILDREN'S SCHOOL BEHAVIOR.**
PUB DATE SEP 67
**EDRS PRICE MF-$0.25 HC-$1.08 25P.**
DESCRIPTORS *ANXIETY, *BEHAVIOR RATING SCALES, *PSYCHOEDUCATIONAL

PROCESSES, *PSYCHOLOGICAL PATTERNS, ACHIEVEMENT, BEHAVIOR PATTERNS, CALIFORNIA TEST OF MENTAL MATURITY, CHILDREN'S SCHOOL QUESTIONNAIRE, FACTOR ANALYSIS, FACTOR STRUCTURE, GRADE 4, METROPOLITAN ACHIEVEMENT TESTS, MOTIVATION, PEER ACCEPTANCE, QUESTIONNAIRES, SOCIOCULTURAL PATTERNS, STUDENT ADJUSTMENT,

SEVERAL YEARS AGO, A PROJECT WAS INITIATED TO--DEVELOP A SCHOOL ANXIETY SCALE AND TO DETERMINE THE EXTENT TO WHICH SCHOOL ANXIETY IS A FUNCTION OF SCHOOL EXPERIENCE, SCHOOL BEHAVIOR IS A FUNCTION OF SCHOOL ANXIETY, AND HOW THESE RELATIONSHIPS APPLY TO CHILDREN OF DIFFERENT SOCIOCULTURAL BACKGROUNDS. UPPER, MIDDLE, AND LOWER CLASS FOURTH-GRADERS SERVED AS SUBJECTS. THE CHILDREN, THEIR TEACHERS, STANDARDIZED TESTS, AND CUMULATIVE RECORDS PROVIDED THE DATA. THE CHILDREN'S SCHOOL QUESTIONNAIRE (CSQ), CONSISTING OF 198 ORALLY-ADMINISTERED ITEMS WAS DEVELOPED AND ADMINISTERED. FACTOR ANALYSIS YIELDED A SCHOOL ANXIETY FACTOR WITH HIGH STABILITY ACROSS THE SCHOOL YEAR AND AN APPROACH AVOIDANCE COPING STYLE FACTOR WITH SOMEWHAT LOWER STABILITY. REPRESENTATIVE ITEMS FROM FOUR SCALES ON THE CSQ AND EIGHT PROBLEM BEHAVIOR VARIABLES ARE PRESENTED. DEGREE OF ANXIETY AND COPING STYLE LEAD TO LARGE DIFFERENCES IN THE INCIDENCE OF SCHOOL PROBLEM BEHAVIORS. DIFFERENCES IN ANXIETY LEAD TO SYSTEMATIC DIFFERENCES IN SCHOOL ACHIEVEMENT AND APTITUDE. TASKS FOR THE FUTURE ARE--(1) ASCERTAINING THE DIFFERENT EFFECTS OF DEFENSIVENESS AND ANXIETY IN EVALUATIVE AND PERMISSIVE SCHOOL CONDITIONS, AND (2) CLARIFICATION ABOUT WHETHER FACTORS WHICH DEPRESS CERTAIN BEHAVIORS AT THE BEGINNING OF THE SCHOOL YEAR FACILITATE AN INCREASE IN SUCH BEHAVIOR. THIS PAPER WAS PRESENTED AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, WASHINGTON, D.C., SEPTEMBER 1967. (PR)

**ED 016 243** 24 CG 001 196
*UNDERHILL, RALPH*
**OCCUPATIONAL VALUES AND POST-COLLEGE CAREER CHANGE. FINAL REPORT.**
CHICAGO UNIV., ILL., NATIONAL OPINION RESEARCH CTR
REPORT NUMBER BR-5-8251
PUB DATE JUN 67
CONTRACT OEC-5-10-250
**EDRS PRICE MF-$1.00 HC-$8.72 216P.**

DESCRIPTORS *CAREER PLANNING, *COLLEGE GRADUATES, *MALES, *VALUES, *VOCATIONAL ADJUSTMENT, CAREER CHOICE, CLUSTER GROUPING, QUESTIONNAIRES, STATISTICAL ANALYSIS, VOCATIONAL COUNSELING, VOCATIONAL FOLLOWUP,

CAREER VARIATIONS ARE EXAMINED IN RELATION TO OCCUPATIONAL CHOICE AND VALUES. CAREER CHOICE MAY DETERMINE VALUES, VALUES MAY DETERMINE CAREER CHOICE, OR BOTH PROCESSES MAY OCCUR. RESPONSES TO QUESTIONNAIRES SENT EACH YEAR FOR THREE YEARS TO 15,850 MALE COLLEGE GRADUATES WERE ANALYZED. CLUSTER ANALYSIS IDENTIFIED DIMENSIONS OF VALUE ORIENTATION. THESE DIMENSIONS WERE CROSS-TABULATED BY PARTICULAR CAREER CHOICE CATEGORIES TO ESTABLISH A VALUE PATTERN APPROPRIATE TO EACH OF 20 CAREERS. FOR EACH CAREER, A CROSS-LOGGED PARTIAL ASSOCIATION (THE ASSOCIATION INITIAL CAREER WITH SUBSEQUENT VALUES AND THE ASSOCIATION OF INITIAL VALUES WITH SUBSEQUENT CAREERS), WAS MADE. THE COMPARISONS ARE SUMMARIZED IN TERMS OF A TYPOLOGY OF CAREER AND VALUE EFFECTS AND IN TERMS OF THE DEGREE OF CAREER PREDOMINANCE OVER VALUES FOR EACH CAREER. PATTERNS OF MOVEMENT AND STABILITY AMONG CAREERS ARE EXAMINED. THE FINDINGS ARE--(1) IN THE YEAR FOLLOWING COLLEGE GRADUATION, CAREER CHOICES ARE STRONGER THAN VALUES FOR MOST CAREERS, (2) THERE ARE VARIATIONS BY CAREER IN THE RELATIVE STRENGTH OF CAREER AND VALUE EFFECTS, (3) THESE VARIATIONS ARE RELATED TO CAREER STABILITY, MOVEMENT PATTERNS, PRESTIGE, AND GRADUATE TRAINING REQUIREMENTS, AND (4) WHERE SPECIALIZED CAREER PREPARATION IS GREATER, VALUES HAVE LESS EFFECT. (PS)

**ED 016 244** CG 001 228
*PILNICK, SAUL AND OTHERS*
**FROM DELINQUENCY TO FREEDOM.**
NEWARK STATE COLL., UNION, N.J.
PUB DATE FEB 67
**EDRS PRICE MF-$1.25 HC-$13.00 323P.**

DESCRIPTORS *DELINQUENT REHABILITATION, *DEMONSTRATION PROGRAMS, *GROUP BEHAVIOR, *PEER RELATIONSHIP, ACADEMICALLY HANDICAPPED, ALLEN SENTENCE COMPLETION TEST, DARMSTADT ADJECTIVE CHECK LIST, DELINQUENTS, EXPERIMENTAL PROGRAMS, GATES READING SURVEY, GROUP THERAPY, MACHIAVELLI TEST, OTIS TEST OF MENTAL ABILITY, PEER TEACHING, STATISTICAL ANALYSIS, WECHSLER INTELLIGENCE SCALE FOR CHILDREN,

THE COLLEGEFIELDS PROJECT (CP) WAS PRIMARILY A DEMONSTRATION OF EDUCATIONALLY BASED GROUP REHABILITATION FOR DELINQUENT AND PREDELINQUENT BOYS. SECONDARILY, IT WAS DESIGNED TO VALIDATE THE PROGRAM'S EFFECTIVENESS. GUIDED GROUP INTERACTION WAS THE MAJOR TECHNIQUE IN ALTERING EDUCATIONAL EXPECTATIONS AND REDUCING DELINQUENT BEHAVIORS AND FEELINGS OF POWERLESSNESS. BOYS WERE REFERRED BY THE COURT TO THE PROGRAM. THE PROGRAM FORMALLY FUNCTIONED IN 10-HOUR DAILY SESSIONS EACH WEEKDAY AND EVENTUALLY AROUND THE CLOCK, DESPITE THE FACT THAT THE BOYS LIVED AT HOME. BECUASE THE DESIRED NORMS OF REHABILITATION WERE GENERALLY IN DIRECT OPPOSITION TO THE NORMS OF THE STREET CULTURE, IT WAS NECESSARY FOR THE BOYS, WITH MINIMAL STAFF SUPERVISION, TO PLAN AND IMPLEMENT THE PROGRAM. WHEN COLLEGEFIELDS GRADUATES (CG) WERE COMPARED ON NUMEROUS INSTRUMENTS WITH TWO CONTROL GROUPS, IT WAS FOUND THAT--(1) RECEDIVISM AMONG CG WAS LOWER, (2) CG SHOW SIGNIFICANTLY AND CONSISTENTLY GREATER GAINS ON ALL MEASURES OF READING AND MENTALY ABILITY, (3) UNFAVORABLE OPINIONS ABOUT TEACHERS SHOWED THE GREATEST REDUCTION AMONG CG, AND (4) CG ANTICIPATE MORE SCHOOLING, HAVE BETTER REALITY ORIENTATION, AND SHOW THE GREATEST UPGRADING IN THE SOCIAL STATUS OF ANTICIPATED VOCATIONS. ALTHOUGH FOLLOW-UP STUDIES ARE CALLED FOR, THE COLLEGEFIELDS EXPERIMENT CAN BE EVALUATED AS SUCCESSFUL FOR THE REHABILITATION OF MANY 14 AND 15 YEAR OLD DELINQUENTS. (PR)

**ED 016 245** 08 CG 001 231
*SJOGREN, DOUGLAS LYONS, THOMAS*
**ATTENTION DIRECTING TECHNIQUES USED BY TEACHERS, ATTENTION AS A VARIABLE IN TEACHING RESEARCH. FINAL REPORT.**
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER BR-6-8183
PUB DATE SEP 67
GRANT OEG-4-6-068183-1837
**EDRS PRICE MF-$0.25 HC-$1.92 46P.**

DESCRIPTORS *ATTENTION, *ATTENTION CONTROL, *RESEARCH PROJECTS, *TEACHING TECHNIQUES, ATTENTION SPAN, GALVANIC SKIN RESPONSE, TABLES (DATA), TASK PERFORMANCE,

RESEARCH LITERATURE ON ATTENTION WAS REVIEWED, APPROACHES TO THE MEASUREMENT OF ATTENTION IN A CLASSROOM SETTING WERE STUDIED, AND CLASSROOM EXPERIMENTS IN WHICH ATTENTION WOULD BE STUDIED AS A DEPENDENT OR INDEPENDENT VARIABLE WERE DESIGNED. THE RESEARCH LITERATURE INDICATES THAT NOVELTY, VARIETY, CHANGE, AND COMPLEXITY ARE VARIABLES RELATED TO INCREASED ATTENTION. THE FIRST EXPERIMENT ATTEMPTED TO DETERMINE OVERT BEHAVIORAL CORRELATES OF A PHYSIOLOGICAL MEASURE OF ATTENTION. GLAVANIC SKIN RESPONSE (GSR) RECORDS WERE MADE OF SUBJECTS WHILE THEY LISTENED TO 32 WORDS PRESENTED IN BLOCKS OF EIGHT. THE PRESENTATION OF THE BLOCKS WAS VARIED BY CHANGED TONE OR THE ADDITION OF A TONE. NO OVERT BEHAVIORAL CORRELATES COULD BE RELATED TO THE GSR. THE STIMULUS CHANGES AFFECTED THE RECALL OF WORDS. ANOTHER EXPERIMENT STUDIED THE RELATIONSHIP BETWEEN PERSISTENCE AND TASK DIFFICULTY. SUBJECTS EXPOSED TO A TASK OF MEDIUM DIFFICULTY PERSISTED LONGER AT THE TASK THAN SUBJECTS EXPOSED TO VERY EASY OR VERY DIFFICULT TASKS. HOWEVER, THE RESULTS WERE NOT STATISTICALLY SIGNIFICANT. IN A SEPARATE STUDY, POPULATIONS OF LEARNING TOPICS FROM TENTH GRADE VOCATIONAL AGRICULTURE WERE DEFINED. THE IDENTIFICATION OF TOPIC POPULATIONS MAKES POSSIBLE APPLICATION OF TREATMENTS TO THE POPULATION. A MODIFIED MULTIDIMENSIONAL SCALING APPROACH YIELDED FIVE FACTORS AMONG 20 TOPICS. (AUTHOR/PS)

**ED 016 246** 24 CG 001 234
*ROHWER, WILLIAM D., JR.*
**SOCIAL CLASS DIFFERENCES IN THE ROLE OF LINGUISTIC STRUCTURES IN PAIRED-ASSOCIATE LEARNING, ELABORATION AND LEARNING PROFICIENCY.**
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER BR-5-0605
PUB DATE NOV 67
CONTRACT OEC-6-10-273
**EDRS PRICE MF-$0.85 HC-$5.48 135P.**

DESCRIPTORS *CHILDREN, *LEARNING ACTIVITIES, *LEARNING PROCESSES, AGE, EXPERIMENTS, INTELLIGENCE, INTELLIGENCE TESTS, LEARNING THEORIES, LINGUISTIC PATTERNS,

PAIRED ASSOCIATE LEARNING, PICTORIAL STIMULI, RESEARCH REVIEWS (PUBLICATIONS), RETARDATION, SENTENCE STRUCTURE, SERIAL ORDERING, SOCIOECONOMIC STATUS, VERBAL LEARNING,

THE REPORT DESCRIBES 13 EXPERIMENTAL STUDIES OF LEARNING IN CHILDREN BETWEEN FOUR AND 12 YEARS OF AGE. THE EXPERIMENTS CONCERN--(1) THE ISOLATION CONDITIONS UNDER WHICH ELABORATIVE FACILITATION OF LEARNING OCCURS, AND (2) THE RELATIONSHIP BETWEEN ELABORATION AND INDIVIDUAL DIFFERENCES IN LEARNING PROFICIENCY. BECAUSE CHILDREN LEARN NOUN PAIRS AND SERIAL LISTS OF NOUNS MORE RAPIDLY WHEN THESE ARE PRESENTED IN A GRAMMATICAL VERBAL CONTENT, SEVERAL EXPLANATORY HYPOTHESES WERE SUBJECTED TO EMPIRICAL TESTS IN THE FIRST STUDY. THE RESULTS INDICATE THAT NOTIONS SUCH AS INTRA-LIST SIMILARITY, SEMANTIC CONSTRAINT, CONTEXT AVAILABILITY, IMPLIED OVERT ACTIVITY, AND VARIATIONS IN FUNCTIONAL STIMULI ARE INADEQUATE. THE REMAINING VIABLE HYPOTHESIS CONCERNS THE UNDERLYING SYNTACTICAL STRUCTURE OF VERBAL CONTESTS. FINALLY, PICTORIAL CONTESTS, ISOMORPHIC WITH THE VERBAL CONTESTS STUDIED, WERE FOUND TO PRODUCE PARALLEL FACILITORY EFFECTS. THE SECOND PROBLEM EXPLORED VARIATIONS IN THE EFFECTS OF ELABORATION AMONG CHILDREN CLASSIFIED BY AGE, SOCIOECONOMIC STATUS (SES), AND INTELLIGENCE. BOTH VERBAL AND PICTORIAL ELABORATION WERE EFFECTIVE ACROSS THE AGE RANGE AND EQUIVALENCE IN LEARNING PROFICIENCY WAS OBSERVED ACROSS SES GROUPS EXCEPT WHEN REPETITION WAS IMPORTANT FOR PERFORMANCE. A TEST WAS DEVELOPED FOR THE PURPOSE OF INDEXING LEARNING ABILITY. INTELLIGENCE TESTS ARE NOT PREDICTIVE OF LEARNING PROFICIENCY AMONG LOW-SES CHILDREN, ALTHOUGH THEY ARE FOR MIDDLE-SES CHILDREN. (AUTHOR)

**ED 016 247** 24 CG 001 241
*HUMMEL, RAYMOND C.*
**AN EVALUATION OF A MODEL FOR GUIDANCE COUNSELING AND A STUDY OF ACADEMIC UNDERACHIEVEMENT.**
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER BR-5-0633
PUB DATE 66
**EDRS PRICE MF-$1.25 HC-$11.00 273P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COUNSELING, *PSYCHOLOGICAL PATTERNS, *SELF CONCEPT, *UNDERACHIEVERS, COMPARATIVE ANALYSIS, COUNSELING THEORIES, EXPERIMENTAL GROUPS, MODELS, OVERACHIEVERS, PSYCHOLOGICAL TESTING, RESEARCH PROJECTS, THEMATIC APPERCEPTION TEST,

THE CO-RELATED OBJECTIVES OF THIS STUDY WERE--(1) TO DEVELOP AND EVALUATE A MODEL OF EGO COUNSELING DERIVED, IN PART, FROM THE PSYCHOANALYTIC THEORY OF ADAPTIVE FUNCTIONING, AND (2) TO INVESTIGATE CERTAIN PSYCHOLOGICAL AND SOCIAL CONDITIONS UNDERLYING ACADEMIC UNDERACHIEVEMENT. A COUNSELED EXPERIMENTAL SAMPLE OF 53 BRIGHT, BUT ACADEMICALLY UNDERACHIEVING HIGH SCHOOL BOYS WAS COMPARED WITH NON-COUNSELED CONTROL GROUPS OF UNDERACHIEVERS, PARACHIEVERS, AND OVERACHIEVERS. DIFFERENCES WERE FOUND ON A NUMBER OF VARIABLES ASSOCIATED WITH ADAPTIVE EGO FUNCTIONING. THESE DIFFERENCES INCLUDE--CONTROL OF IMPULSE, ATTENTION TO LONG-RANGE CONSEQUENCES OF CONDUCT, NATIONAL MEANS-ENDS ANALYSIS IN PROBLEM-SOLVING, SENSE OF RESPONSIBILITY IN DECISION-MAKING, ARBITRARINESS IN ATTITUDES AND JUDGMENTS, AND INDIVIDUAL DIFFERENTIATION OF SELF-CONCEPTS AND LIFE GOALS. NO CHANGE ASSOCIATED WITH COUNSELING WAS FOUND IN GRADES OR ON STANDARDIZED MEASURES OF INTEREST, ATTITUDES, AND VALUES. SIGNIFICANT CHANGES WERE FOUND ON VARIABLES OF ADAPTIVE FUNCTIONING AND IMPULSE CONTROLS MEASURED BY THE THEMATIC APPERCEPTION TEST. AN INTERPRETATION OF ACADEMIC PERFORMANCE IN TERMS OF EGO THEORY IS ENCOURAGED. (AUTHOR/PS)

**ED 016 248** 24 CG 001 244
*TRENT, JAMES W. MEDSKER, LELAND L.*
**BEYOND HIGH SCHOOL, A STUDY OF 10,000 HIGH SCHOOL GRADUATES.**
CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED
REPORT NUMBER BR-5-0635
REPORT NUMBER CRP-1328
PUB DATE 67
CONTRACT OEC-2-10-064
**EDRS PRICE MF-$1.50 HC-$15.76 392P.**

DESCRIPTORS *CAREER CHOICE, *COLLEGE ATTENDANCE, *POST HIGH SCHOOL GUIDANCE, *SOCIOECONOMIC BACKGROUND, *YOUTH, ACADEMIC ABILITY, ATTITUDES, AUTOMATION, CAVD VERBAL INTELLIGENCE TEST, CULTURAL BACKGROUND, DROPOUT CHARACTERISTICS, EDUCATIONAL OBJECTIVES, FAMILY INFLUENCE, MOTIVATION, OCCUPATIONS, OMNIBUS PERSONALITY INVENTORY, PERSONALITY ASSESSMENT, RELIGIOUS DIFFERENCES, TEACHER EDUCATION, TRANFER STUDENTS, UNEMPLOYMENT,

THE STUDY FOLLOWED THE COLLEGE AND NONCOLLEGE CAREERS OF 10,000 HIGH SCHOOL GRADUATES FOR FOUR YEARS THROUGH PATTERNS OF WORK, COLLEGE, AND MARRIAGE, AND FOCUSED ON THE IMPACT OF COLLEGE VERSUS EMPLOYMENT ON CHANGE OF VALUES AND ATTITUDES. EVENTUAL COLLEGE PERSISTERS DID NOT DIFFER WIDELY FROM THEIR CLASSMATES ON PERSONALITY SCALES ADMINISTERED IN 1959, BUT BY 1963, WERE MORE INTELLECTUAL AND FAR MORE AUTONOMOUS, AS MEASURED BY THE OMNIBUS PERSONALITY INVENTORY SCALES USED. THOSE WHO DID NOT ATTEND COLLEGE REGRESSED IN INTELLECTUAL INTERESTS AND AUTONOMY, AND THOSE WHO WITHDREW WITHIN THREE YEARS FELL BETWEEN THE OTHER TWO GROUPS. THE EVIDENCE WAS STRONG THAT THE LONGER THE PERSISTENCE IN COLLEGE, THE GREATER THE GROWTH IN MEASURED INTELLECTUALITY AND AUTONOMY. LEVEL OF ABILITY WAS RELATED TO ENTRANCE INTO COLLEGE, BUT LESS THAN SOCIO-ECONOMIC STATUS. MARKED DIFFERENCES IN ACADEMIC MOTIVATION AND PARENTAL ENCOURAGEMENT ALSO DISTINGUISHED COLLEGE ATTENDERS FROM NONATTENDERS. MANY MORE ATTENDERS, WHILE STILL HIGH SCHOOL SENIORS, FELT THAT COLLEGE WAS EXTREMELY IMPORTANT, AND MORE THAN TWICE AS MANY ATTENDERS AS NONATTENDERS REPORTED PARENTAL ENCOURAGEMENT TO ENROLL. MOST OF THE YOUNG PEOPLE IDENTIFIED, RELIGIOUSLY AND POLITICALLY, WITH THEIR PARENTS AND SEEMED AS CONFORMING AND UNCRITICAL OF EXISTING SOCIAL NORMS AS PREVIOUS GENERATIONS OF STUDENTS. (AUTHOR)

**ED 016 249** 24 CG 001 247
*INSELBERG, RACHEL M. AND OTHERS*
**PERSONALITY ATTRIBUTES ASSOCIATED WITH VARIOUS MECHANISMS OF MASCULINE IDENTIFICATION.**
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER CRP-1770
PUB DATE 64
**EDRS PRICE MF-$0.50 HC-$2.76 67P.**

DESCRIPTORS *MALES, *PERSONALITY ASSESSMENT, *SEX (CHARACTERISTICS), DISCIPLINE, FAMILY INFLUENCE, FATHERS, KINDERGARTEN CHILDREN, PARENT CHILD RELATIONSHIP, PEER RELATIONSHIP, RESEARCH PROJECTS, SELF CONCEPT,

THE PERSONALITY CHARACTERISTICS OF BOYS WHOSE MASCULINE IDENTIFICATION IS BASED ON ONE OF THREE MECHANISMS--FATHER'S NURTURANCE, FATHER'S PUNITIVENESS, OR FATHER'S NURTURANCE TOGETHER WITH HIS PUNITIVENESS WERE COMPARED. BOYS WITH VARYING MASCULINITY RATINGS WERE COMPARED ON THEIR PERCEPTION OF THE DEGREE OF PARENTAL NURTURANCE OR PUNITIVENESS, AND THEIR PERSONALITY CHARACTERISTICS, REPUTATIONS, AND SELF-CONCEPTS. BOYS WITH A MEAN AGE OF 67 MONTHS WERE ADMINISTERED THE IT SCALE FOR CHILDREN, THE CALIFORNIA TEST OF PERSONALITY, A TEST FOR ANXIETY REACTIONS, A TEST FOR SELF-CONCEPT AND PEER EVALUATION, AND A TEST FOR THE PERCEPTION OF PARENT-CHILD RELATIONSHIPS. NO SIGNIFICANT DIFFERENCES WERE FOUND IN THE PERSONALITY CHARACTERISTICS OF BOYS IN THE HIGH MASCULINITY RANGE WHO PERCEIVED THEIR FATHER AS EITHER NURTURANT OR PUNITIVE. PERSONALITY MECHANISMS OF HIGH MASCULINITY BOYS SEEM TO DEVELOP INDEPENDENTLY OF THE IDENTIFICATION MECHANISMS. THE EXISTENCE OF DIFFERENCES BETWEEN BOYS IN THE HIGH, LOW, AND MIDDLE RANGES OF MASCULINITY WITH RESPECT TO THEIR PERCEPTION OF THE DEGREE OF PARENTS' PUNITIVENESS OR NURTURANCE WAS SUPPORTED BY THE DATA. LOW MASCULINITY BOYS SCORED LOWER THAN THE OTHER GROUPS IN THE PARENT NURTURANCE CATEGORIES. PERSONALITY CHARACTERISTICS, REPUTATIONS, AND SELF-CONCEPTS OF BOYS IN THE THREE RANGES OF MASCULINITY VARIED. (PS)

**ED 016 250** 24 CG 001 251
*THORNDIKE, ROBERT L.*
**THE CONCEPTS OF OVER- AND UNDER-ACHIEVEMENT.**
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-D
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *OVERACHIEVERS, *RESEARCH DESIGN, *RESEARCH METHODOLOGY, *UNDERACHIEVERS,

THIS MONOGRAPH WAS WRITTEN FOR EDUCATORS INTERESTED IN INITIATING RESEARCH STUDIES ON UNDERACHIEVEMENT AND OVERACHIEVEMENT. DEFECTIVE EXPERIMENTAL PLANNING, INHER-

ENT DEFICIENCIES IN CONCEPT DEFINITION, AND OTHER FACTORS RESULTING IN FACULTY RESEARCH DESIGN RENDER MANY RESEARCH FINDINGS IN THIS AREA INCONCLUSIVE OR MISLEADING. THE CONCEPTS OF UNDERACHIEVEMENT AND OVERACHIEVEMENT ARE EXAMINED. METHODOLOGICAL PROBLEMS AND ERRORS TO BE AVOIDED ARE POINTED OUT. PRECAUTIONS FOR OBTAINING SOUND AND MEANINGFUL RESULTS ARE DISCUSSED. THE MONOGRAPH COVERS--(1) DESIGNING RESEARCH TO STUDY ACHIEVEMENT VERSUS PREDICTED ACHIEVEMENT, (2) DESIGN I, EXPERIMENTAL MANIPULATION AND FOLLOWUP, (3) DESIGN II, A PREDICTION OVER TIME, (4) DESIGN II-B, CONCURRENT CORRELATION, (5) DESIGN II-C, CONCURRENT COMPARISON OF CONTRASTING GROUPS, AND (6) A CHECKLIST OF QUESTIONS. THIS DOCUMENT IS AVAILABLE FOR $3.25 AS LIBRARY OF CONGRESS NO. 63-17266 FROM THE BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK 27, N.Y. (PS)

**ED 016 251 24 CG 001 252**
*TATE, MERLE W. BROWN SARA M.*
**TABLES FOR COMPARING RELATED-SAMPLE PERCENTAGES AND FOR THE MEDIAN TEST.**
PENNSYLVANIA UNIV., PHILADELPHIA,-GRAD.SCH.OF EDUC.
REPORT NUMBER CRP-S-010
PUB DATE OCT 64
**EDRS PRICE MF-$0.25 HC-$1.68 40P.**
DESCRIPTORS *RESEARCH METHODOLOGY, *SAMPLING, *STATISTICAL DATA, EXPERIMENTAL GROUPS, MEDIAN TEST, RELATED SAMPLE PERCENTAGES, STATISTICS, TABLES (DATA),
TO STUDY THE EXACT DISTRIBUTIONAL DIFFERENCES BETWEEN SMALL, RELATED-SAMPLE PERCENTAGES AND THE ACCURACY OF LARGE-SAMPLE TESTS, SOME SIX HUNDRED SAMPLING DISTRIBUTIONS WERE CONSTRUCTED BY RANDOMIZATION. EXACT PROBABILITY FIGURES IN THE .204-.005 RANGE WERE TABULATED. THE TABLE OF SIGNIFICANCE VALUES EXTENDS TO SAMPLES YIELDING MATRICES VARYING IN SIZE FROM TREE COLUMNS AND 12 ROWS TO SIX COLUMNS AND FIVE ROWS, INCLUDING ALL COMBINATIONS OF ROW TOTALS. THE TWO-SAMPLE PROBLEM WAS TREATED AS A SPECIAL CASE OF THE SIGN TEST. THE USE AND RELIABILITY OF THE Q-TEST IS DISCUSSED. THE USE AND ACCURACY OF THE MEDIAN TEST IN THE TWO-WAY CLASSIFICATION OF QUANTITATIVE DATA IS DESCRIBED. (PS)

**ED 016 252 24 CG 001 313**
*ALSCHULER, ALFRED S.*
**THE ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT, A SUMMARY AND REVIEW**
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER BR-7-1231
PUB DATE 67
CONTRACT OEC-5-10-239
**EDRS PRICE MF-$0.25 HC-$1.40 33P.**
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *ADOLESCENTS, *CURRICULUM DEVELOPMENT, *MOTIVATION TECHNIQUES, *STUDENT MOTIVATION, COURSE CONTENT, COURSE DESCRIPTIONS, COURSE OBJECTIVES, MOTIVATION, RESEARCH PROJECTS,
THE GOALS OF THIS PROJECT ARE--(1) THE IDENTIFICATION OF KEY VARIABLES IN AROUSING MOTIVATION, AND (2) THE DEVELOPMENT OF CURRICULA WHICH INCREASE ACHIEVEMENT MOTIVATION. THE DEVELOPMENT OF NEED ACHIEVEMENT (N G4... G1ACH) THEORY AND RESEARCH IN THIS AREA ARE DISCUSSED. METHODS OF MEASURING MOTIVATION ARE DESCRIBED. PROPOSITIONS BASIC TO THE STUDY ARE--(1) GOAL SETTING, (2) MOTIVE SYNDROME, (3) COGNITIVE SUPPORTS, AND (4) GROUP SUPPORTS. THE HYPOTHESIZED VARIABLES RELATED TO THESE PROPOSITIONS ARE BEING SYSTEMATICALLY ADDED AND SUBTRACTED IN A SERIES OF MOTIVE AROUSAL COURSES FOR ADOLESCENTS. STUDENTS WITH HIGH ACHIEVEMENT MOTIVATION MAY FIND THEMSELVES OPERATING CONTRARY TO SCHOOL GOALS. THIS RESULTS IN NEGATIVE SELF-IMAGE FORMATION AND A DISTASTE FOR SCHOOL. THE MOTIVE AROUSAL COURSE HELPS THE STUDENT WITH HIGH ACHIEVEMENT MOTIVATION. VARIOUS MOTIVE AROUSAL COURSES AND THEIR RESULTS ARE PRESENTED. A COGNITIVE LEARNING APPROACH AND AN EXPERIENCE-BASED APPROACH ARE COMPARED. A MOTIVE ACQUISITION COURSE IS OUTLINED. APPROPRIATE CASE STUDIES, TEXT MATERIALS, GAMES, AND EXERCISES HAVE BEEN DEVELOPED INTO AN INSTRUMENTED CURRICULUM WHICH WILL BE AVAILABLE FOR CLASSROOM USE. IMPLICATIONS FOR PSYCHOLOGICAL EDUCATION ARE DISCUSSED. COPIES MAY BE OBTAINED FROM THE CENTER FOR RESEARCH AND DEVELOPMENT ON EDUCATIONAL DIFFERENCES, PUBLICATIONS OFFICE, LONGFELLOW HALL, APPIAN WAY, CAMBRIDGE, MASSACHUSETTS 02138. (PS)

**ED 016 253 24 CG 001 316**
*NORRIS, ELEANOR L.*
**AN EXPERIMENTAL INVESTIGATION OF ATTITUDE CHANGE PROCEDURES SUGGESTED BY CONTRAST AND ASSIMILATION PHENOMENA. FINAL REPORT.**
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER BR-6-8413
REPORT NUMBER AIR-F23-5/67-FR
PUB DATE 31 MAY 67
GRANT OEG-1-6-068413-1388
**EDRS PRICE MF-$0.50 HC-$3.24 79P.**
DESCRIPTORS *ATTITUDES, *CHANGING ATTITUDES, *RESEARCH PROJECTS, ADOLESCENTS, ADULTS, RATING SCALES,
TO INVESTIGATE WHETHER CHANGING A SCALE AGAINST WHICH SUBJECTS (SS) JUDGED ATTITUDINAL POSITIONS WOULD CHANGE THE SUBJECTS' ATTITUDES AS WELL, THREE STUDIES WERE CONDUCTED. SPECIFICALLY, TWO PROCEDURES SUGGESTED BY CONTRAST AND ASSIMILATION PHENOMENA FOR INCREASING THE LIKELIHOOD OF ASSIMILATION RATHER THAN CONTRAST, OF A DISCREPANT ATTITUDINAL POSITION, AND CONSEQUENT ATTITUDE CHANGE TOWARD THAT POSITION WERE EXAMINED. THE PROCEDURES WERE--(1) ENHANCE THE ASSIMILATION EFFECT BY PRESENTING A SERIES OF PERSUASIVE COMMUNICATIONS STARTING WITH AN ATTITUDINAL POSITION SIMILAR TO ONE'S OWN AND MOVING GRADUALLY TOWARD A HIGHLY DISCREPANT POSITION, AND (2) INCREASE THE LIKELIHOOD OF ASSIMILATION OF A MODERATELY DISCREPANT ATTITUDINAL POSITION BY PRESENTING IT IN CONTRAST TO AN EVEN MORE DISCREPANT POSITION. THE RESULTS OF THE STUDIES STRONGLY INDICATE THAT DIFFERENT JUDGMENTAL SCALES PROVIDED TO SS DO RESULT IN DIFFERENT EXPRESSIONS OF ATTITUDE BY SS. HOWEVER, THIS WAS NOT ATTRIBUTED TO THE PROCEDURES SUGGESTED BY ASSIMILATION AND CONTRAST PHENOMENA BECAUSE A BASIC CONDITION REQUIRED TO TEST THE PROCEDURES WAS NOT ACHIEVED IN THE STUDIES. THE RESULTS ARE EXAMINED IN TERMS OF PERSPECTIVE THEORY, AND THE IMPLICATIONS OF THE FINDINGS ARE DISCUSSED. (AUTHOR)

**ED 016 254 24 CG 001 325**
*RUBIN, ELI Z. BRAUN, JEAN S.*
**BEHAVIORAL AND LEARNING DISABILITIES ASSOCIATED WITH COGNITIVE-MOTOR DYSFUNCTION. INTERIM REPORT.**
LAFAYETTE CLINIC, DETROIT, MICH.
REPORT NUMBER BR-7-0319
PUB DATE OCT 67
GRANT OEG-32-32-7545-5017
**EDRS PRICE MF-$0.25 HC-$0.88 20P.**
DESCRIPTORS *BEHAVIOR PROBLEMS, *ELEMENTARY SCHOOL STUDENTS, *LOW ACHIEVEMENT FACTORS, ADJUSTMENT PROBLEMS, BEHAVIOR RATING SCALES, COGNITIVE PROCESSES, COMPARATIVE ANALYSIS, MEASUREMENT TECHNIQUES, PERCEPTUALLY HANDICAPPED, PSYCHOMOTOR SKILLS, RESEARCH PROJECTS, TABLES (DATA),
THIS REPORT EXAMINES THE RELATIONSHIP BETWEEN BEHAVIORAL AND ACADEMIC DISABILITIES AND COGNITIVE-MOTOR DYSFUNCTION AS REVEALED BY DATA ON 400 ELEMENTARY SCHOOL CHILDREN. THE BEHAVIOR CHECKLIST WAS USED AS A BASIS FOR SAMPLE SELECTION. BEHAVIOR CLUSTERS REFLECTING BOTH ANTI-SOCIAL TENDENCIES AND UNASSERTIVE, WITHDRAWN BEHAVIOR WERE IDENTIFIED. A BATTERY OF TESTS WAS DEVELOPED FOR MEASUREMENT OF NINE COGNITIVE-MOTOR DIMENSIONS AND ADMINISTERED TO 198 MALADJUSTED CHILDREN AND 200 NORMAL SUBJECTS. THE DISTRIBUTION OF SCORES FOR THE MALADJUSTED CHILDREN WAS BIMODAL. ONE SUBGROUP SHOWED MINIMAL DIFFICULTY. THE SUBGROUP GAVE EVIDENCE OF POOR FUNCTIONING. A COMPARISON OF HIGH AND LOW DYSFUNCTION EXPERIMENTAL SUBJECTS ON BEHAVIOR RATINGS SUGGESTS A RELATIONSHIP BETWEEN CERTAIN TYPES OF BEHAVIOR MALADJUSTMENT, ESPECIALLY DISORIENTED BEHAVIOR, AND COGNITIVE-MOTOR PERFORMANCE. INDIVIDUALS SHOWING BOTH BEHAVIOR MALADJUSTMENT AND ACADEMIC RETARDATION DO POOREST ON TESTS OF COGNITIVE MOTOR FUNCTIONING. (PS)

**ED 016 255 48 CG 001 327**
*BARRITT, LOREN S.*
**INTELLIGENCE TESTS AND EDUCATIONALLY-RELEVANT MEASUREMENTS.**
MICHIGAN UNIV., ANN ARBOR,CTR.FOR RES.LANG.AND BEH
REPORT NUMBER BR-6-1784
PUB DATE 1 SEP 67
CONTRACT OEC-3-6-061784-0508
**EDRS PRICE MF-$0.25 HC-$0.48 10P.**
DESCRIPTORS *INTELLIGENCE TESTS, *TEST VALIDITY, *TESTING PROBLEMS, INTELLIGENCE, MEASUREMENT GOALS,
THE RELEVANCE OF INTELLIGENCE TESTS FOR EDUCATIONAL USES IS CHALLENGED ON TWO GROUNDS--(1) TESTS WHICH MERELY PREDICT THE LIKELIHOOD OF FUTURE SUCCESS DO NOT PROVIDE USEFUL INFORMATION FOR THOSE WHO WISH TO PRESCRIBE TREATMENTS TO ENHANCE PERFORMANCE, AND (2) INTELLIGENCE IS NOT DEFINED AND

HENCE THE INTERPRETATION OF SCORES IS MISLEADING. IT IS SUGGESTED THAT EDUCATIONALLY-RELEVANT TESTS MUST BE BASED UPON EXPERIMENTAL PROCEDURES FOR VALIDATION. THE SKILLS TO BE TESTED MUST BE DEFINED AND REPORTED CLEARLY. THE MUTUAL BENEFITS OF SUCH REVISED PROCEDURES FOR PSYCHOLOGY AND EDUCATION ARE SUGGESTED. THIS REPORT IS INCLUDED IN "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR," PROGRESS REPORT 5, SEPTEMBER 1, 1967. (AUTHOR)

**ED 016 256** CG 001 330
*HOUGHTON, HUBERT W. TREXLER, LAURA M.*
**INVENTORY OF COUNSELOR EDUCATION PROGRAMS, 1965-66.**
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
REPORT NUMBER OE-25051
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *COUNSELOR EDUCATORS, *COUNSELOR TRAINING, *PROGRAM DESCRIPTIONS, *SURVEYS, ADMISSION CRITERIA, COLLEGE FACULTY, DOCTORAL DEGREES, FINANCIAL SUPPORT, MASTERS DEGREES, PRACTICUMS, STUDENT ENROLLMENT,

INSTITUTIONS OFFERING COUNSELOR EDUCATION PROGRAMS RESPONDED TO A SURVEY QUESTIONNAIRE. THE DATA OBTAINED IS PRESENTED IN TABLES ORGANIZED IN THE FOLLOWING AREAS--(1) UNDERGRADUATE PROGRAM PARTICIPATION, (2) PRACTICUM EXPERIENCE, (3) FIELD EXPERIENCE, (4) NUMBER OF MASTER'S AND DOCTORATE DEGREES CONFERRED, (5) NUMBER OF SPECIALIST CERTIFICATES CONFERRED, (6) TESTS AND GRADE POINT AVERAGE REQUIRED FOR ADMISSION TO THE PROGRAM, (7) THE AVAILABILITY OF SCHOLARSHIPS, FELLOWSHIPS, AND ASSISTANTSHIPS, (8) THE AVAILABILITY OF TRAINING OPPORTUNITIES, SUCH AS FULL- OR PART-TIME COURSE WORK AND EVENING CLASSES, (9) THE AREAS OF SPECIALIZED PREPARATION IN WHICH DEGREES ARE CONFERRED, (10) FACULTY SIZE, AND (11) STUDENT ENROLLMENT. THIS DOCUMENT IS AVAILABLE AS CATALOG NO. FS-5.225/25051 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERMENT PRINTING OFFICE, WASHINGTON, D.C. FOR $0.45. (PS)

**ED 016 257** CG 001 337
*SMITH, ROBERT PROSHANSKY, HAROLD*
**CONCEPTIONS OF WORK, PLAY, COMPETENCE, AND OCCUPATION IN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. FINAL REPORT.**
MICHIGAN UNIV., ANN ARBOR, INST. FOR SOCIAL RESEARCH
REPORT NUMBER CRP-1866
REPORT NUMBER BR-5-0079
PUB DATE SEP 67
CONTRACT OEC-3-10-28
**EDRS PRICE MF-$1.50 HC-$14.16 352P.**
DESCRIPTORS *ADOLESCENTS, *CONCEPT FORMATION, *FACTOR ANALYSIS, *WORK ATTITUDES, INTELLIGENCE, QUESTIONNAIRES, RACE INFLUENCES, RESEARCH PROJECTS, SEX DIFFERENCES, SOCIOECONOMIC BACKGROUND,

ATTITUDES AND COGNITIONS OF YOUNG PEOPLE ABOUT THE NATURE OF WORK WERE STUDIED TO DISCOVER THE INFLUENCE OF SEX, SOCIAL CLASS, RACE, AND INTELLIGENCE ON THE DEVELOPMENT OF WORK ORIENTATION. THE SAMPLE CONSISTED OF 1,254 TEENAGERS FROM 13 PUBLIC SCHOOLS. OPEN ENDED QUESTIONNAIRES, RATING SCALES, HIGH SCHOOL RECORDS, AND TEAHCER RATINGS PROVIDED STUDY DATA. TO GET A COMPARATIVE MULTIVARIATE ANALYSIS OF THE FACTORS ASSOCIATED WITH DIFFERENT PATTERNS OF STATUS CONGRUENCE, THE POPULATION OF TEENAGERS WAS DIVIDED INTO SUBPOPULATIONS OF--(1) HIGH CONGRUENT STATUS-MIDDLE CLASS, HIGH IQ, WHITE, (2) LOW CONGRUENT STATUS-LOWER CLASS, LOW IQ, NEGRO, (3) HIGH INCONGRUENT STATUS, AND (4) LOW INCONGRUENT STATUS. RECOMMENDATIONS ARE MADE ABOUT THE MODIFICATION OF SCHOOL PROGRAMS, SCHOOL-PARENT AND TEACHER-STUDENT COMMUNICATION, AND THE ORGANIZATION OF COMMUNITY RESOURCES. SCHOOLS MUST ADAPT AND DIFFERENTIATE PROGRAMS OF EXPERIENCES FOR BOYS AS COMPARED TO GIRLS. THE ROLES OF TEACHERS, COUNSELORS, ADMINISTRATORS, PARENTS, AND THE COMMUNITY ARE DISCUSSED. THE DISCUSSION OF RESULTS IS ORGANIZED AS FOLLOWS--(1) ATTITUDES TOWARD FATHER'S WORK AND FATHER, (2) ASPIRTIONS ABOUT THE FUTURE AND THE EDUCATIONAL PATHWAY, (3) ATTITUDES AND BEHAVIORS IN THE SCHOOL SETTING, (4) PERCEPTIONS AND EVALUATIONS OF SELF, AND (5) WORK AND PLAY. (PS)

**ED 016 258** 24 CG 001 340
*CARPENTER, ELIZABETH T.*
**THE ANALYSIS OF COGNITIVE GROWTH OF CHILDREN AS SHOWN IN THEIR ORAL DISCUSSION AND WRITTEN COMPOSITIONS. FINAL REPORT.**
NEBRASKA UNIV., LINCOLN
REPORT NUMBER BR-6-8713
PUB DATE JUN 67
CONTRACT OEC-3-7-068713-0277
**EDRS PRICE MF-$0.25 HC-$1.44 34P.**
DESCRIPTORS *COGNITIVE DEVELOPMENT, *ELEMENTARY SCHOOL STUDENTS, *RESEARCH PROJECTS, *VERBAL COMMUNICATION, *WRITING SKILLS, COGNITIVE ABILITY, DISCUSSION GROUPS, DISCUSSION PROGRAMS, LANGUAGE ABILITY, VERBAL ABILITY,

THIS WORK WAS TO CHECK ON THE POSSIBLE EFFECTS OF TRAINING INVOLVED IN THE CHILDREN'S DISCUSSIONS GATHERED IN PROJECT NO. 5-8344 (CONTRACT NO. OE-6-10-291), AND TO PROVIDE INFORMATION TO HELP INTERPRET THE LANGUAGE BEHAVIOR OF SOME CHILDREN OF THAT STUDY IN TERMS OF COGNITIVE DEVELOPMENTAL LEVELS. THE DISCUSSION FORMAT OF THE PREVIOUS STUDY WAS USED WITH NEW GROUPS OF CHILDREN (GRADES ONE THROUGH SIX). DISCUSSIONS OF THREE ILLINOIS INQUIRY TRAINING FILMS OF PHYSICS EXPERIMENTS WERE ANALYZED AND COMPARED WITH SIMILAR DISCUSSIONS BY CHILDREN OF THE EARLIER STUDY. ALSO, NEW FOURTH-GRADE CHILDREN FROM A NEBRASKA PROGRAM SCHOOL AND A SCHOOL WITH A TRADITIONAL LANGUAGE ARTS PROGRAM WERE TAKEN IN GROUP DISCUSSIONS OF CHILDREN'S QUESTIONS. THE BEHAVIOR OF THESE GROUPS WAS COMPARED WITH THAT OF PREVIOUS STUDY'S CHILDREN. OUR RESULTS SHOWED--(1) THAT AS CHILDREN'S GRADE LEVEL INCREASED, THE TYPES OF ANALOGIES IN TERMS OF WHICH THEY WOULD LOOK UPON THE PHYSICS EXPERIMENTS CHANGED EVEN THOUGH THE LOGICAL COMPLEXITY OF THEIR EXPRESSIONS SHOWED GREAT VARIATIONS AT EVERY GRADE LEVEL, AND (2) THAT CHILDREN WHO HAD PARTICIPATED IN OUR DISCUSSION SITUATION FOR THREE YEARS WERE QUICKER TO RESPOND TO THE INTERVIEWER'S SUGGESTIONS, WERE ABLE TO CARRY ON THE DISCUSSION FOR LONGER PERIODS WITHOUT THE INTERVIEWER'S INTERVENTION, AND EXHIBITED A FREER USE OF GESTURE IN CONNECTION WITH THEIR VERBAL OFFERINGS THAN DID THE UNEXPERIENCED GROUPS, REGARDLESS OF PROGRAM. (AUTHOR)

**ED 016 259** 48 CG 001 349
*KOEN, FRANK*
**AROUSAL AND LOGICAL INFERENCE.**
MICHIGAN UNIV., ANN ARBOR, CTR. FOR RES. LANG. AND BEH
REPORT NUMBER BR-6-1784
PUB DATE SEP 67
CONTRACT OEC-3-6-061784-0508
**EDRS PRICE MF-$0.25 HC-$0.52 11P.**
DESCRIPTORS *COLLEGE STUDENTS, *COMPARATIVE ANALYSIS, *FEMALES, *LOGICAL THINKING, *PHYSIOLOGY, GRASON STADLER E783 OPER. CONDI. APPARA, STATISTICAL ANALYSIS, STUDENT OPINION,

THE PURPOSE OF THE EXPERIMENT WAS TO DETERMINE THE DEGREE TO WHICH PHYSIOLOGICAL AROUSAL, AS INDEXED BY THE GRASON STADLER TYPE OPERANT CONDITIONING APPARATUS (GSR), IS RELATED TO THE ACCURACY OF LOGICAL REASONING. THE STIMULI WERE 12 SYLLOGISMS, THREE OF EACH OF FOUR DIFFERENT LOGICAL FORMS. THE 14 SUBJECTS (SS) INDICATED THEIR AGREEMENT OR DISAGREEMENT WITH EACH OF THE PREMISES AND WITH THE CONCLUSION OF EACH SYLLOGISM, WHILE CONTINUOUS GSR RECORDINGS WERE TAKEN. NO RELATION BETWEEN GSR AND ACCURACY OF LOGICAL INFERENCE WAS FOUND. HOWEVER, PERSONAL OPINION APPEARS TO BE SIGNIFICANTLY RELATED TO SUCH JUDGMENTS. IF S AGREES WITH AN ITEM AND DECLARES IT VALID, OR DISAGREES WITH IT AND CALLS IT INVALID, SHE IS MORE LIKELY TO BE LOGICALLY INCORRECT THAN IF HER OPINION AND HER JUDGMENT OF VALIDITY WERE NOT CONGRUENT. THIS RESEARCH REPORT IS ONE OF SEVERAL WHICH HAVE BEEN SUBMITTED TO THE OFFICE OF EDUCATION AS "STUDIES IN LANGUAGE AND LANGUAGE BEHAVIOR," PROGRESS REPORT 5, SEPTEMBER 1, 1967. (AUTHOR)

**ED 016 260** 24 CG 001 350
*HARRIS, HELENA*
**DEVELOPMENT OF MORAL ATTITUDES AND THE INFLUENCE OF ETHNIC GROUP MEMBERSHIP, SOCIOECONOMIC STATUS, AND INTELLIGENCE. FINAL REPORT.**
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER BR-6-8853
PUB DATE OCT 67
CONTRACT OEC-1-7-068853-0379
**EDRS PRICE MF-$0.25 HC-$1.12 26P.**
DESCRIPTORS *CHILDHOOD ATTITUDES, *COMPARATIVE ANALYSIS, *MORAL VALUES, *RACIAL DIFFERENCES, *SOCIOECONOMIC INFLUENCES, CAUCASIAN RACE, INTELLIGENCE TESTS, MATURATION, NEGROES, RACIAL ATTITUDES, WECHSLER INTELLIGENCE SCALE FOR CHILDREN,

THE DEVELOPMENT OF MORAL ATTITUDES AMONG AMERICAN-BORN WHITE AND NEGRO CHILDREN, WITHIN THE

FRAMEWORK OF PIAGET'S THEORY, WAS INVESTIGATED. WHITE AND NEGRO CHILDREN FROM FOUR NUMERICALLY DEFINED SOCIAL CLASS LEVELS WERE COMPARED, AND THE RELATIONSHIP OF MORAL ATTITUDES TO INTELLIGENCE WAS STUDIED. EACH OF THE 200 CHILDREN, RANGING IN AGE FROM 9.5 TO 11.5 YEARS, WERE INDIVIDUALLY INTERVIEWED BY THE INVESTIGATOR. THE MATURITY OF MORAL ATTITUDES WAS MEASURED BY 13 ITEMS. VARIANCE, COVARIANCE, MULTIPLE COMPARISONS AMONG MEANS, AND CORRELATIONAL PROCEDURES WERE USED TO ANALYZE THE DATA. A DISCUSSION OF THE RESULTS IS PROVIDED. THE COMPARISON SHOWS THAT SOCIAL CLASS HAS GREATER INFLUENCE ON THE MATURITY OF MORAL ATTITUDES THAN RACE. NEGRO CHILDREN WERE LESS MATURE IN MORAL ATTITUDES THAN WHITE CHILDREN OF COMPARABLE SOCIAL CLASS ON TWO OUT OF THE FIVE MORAL ATTITUDE SUBTESTS. SOCIAL CLASS DID NOT HAVE AS GREAT AN INFLUENCE ON MATURITY OF MORAL ATTITUDES AMONG NEGRO CHILDREN AS AMONG WHITE CHILDREN. THE RELATIVE LACK OF CONSISTENCY IN SOME AREAS OF MORAL ATTITUDES AMONG THE NEGRO CHILDREN SUGGESTS THE INFLUENCE OF SOCIO-CULTURAL FACTORS. (PS)

**ED 016 261** 24 CG 001 353

*EDMONDS, ED M.*

**PREDICTION OF MIXED SCHEMA LEARNING IN A REPRODUCTION TASK. THE EFFECTS OF INCIDENTAL LEARNING AND REINFORCEMENT ON SCHEMATA LEARNING AND SCHEMATA TRANSFER. INTERIM REPORT.**

AUGUSTA COLL., GA.
REPORT NUMBER BR-6-8338
PUB DATE 15 JUL 67
CONTRACT OEC-2-7-068338-2707
**EDRS PRICE MF-$0.25 HC-$0.60** 13P.

DESCRIPTORS *DISCRIMINATION LEARNING, *LEARNING PROCESSES, *RESEARCH PROJECTS, CONCEPT FORMATION, PERCEPTUAL DEVELOPMENT, REINFORCEMENT,

IN A REPRODUCTION TASK WHICH INCLUDED INSTANCES OF SEVERAL SCHEMATA MIXED TOGETHER, SUBJECTS LEARNED TO DISTINGUISH AMONG THE SCHEMATA WITHOUT KNOWLEDGE OF RESULTS. A BEST FITTING EQUATION DESCRIBING PERFORMANCE AS A FUNCTION OF NUMBER OF REPRODUCTION TRIALS ACCURATELY PREDICTED LEARNING WITH NEW SUBJECTS AND PATTERNS RANDOMLY SAMPLED FROM A DIFFERENT POPULATION (SCHEMA). THESE FINDINGS ARE RELATED TO PREVIOUS RESEARCH INVOLVING GENERALIZATION OF RESULTS IN A SINGLE SCHEMA REPRODUCTION TASK. (AUTHOR)

**ED 016 262** 56 CG 001 355

*FRIESEN, DELOSS D.*

**THE VALIDATION OF AN AUTOMATED COUNSELING SYSTEM.**

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER BR-5-0738
REPORT NUMBER TM-2611-000-000
REPORT NUMBER NDEA-VIIA-1130
PUB DATE 20 AUG 65
**EDRS PRICE MF-$0.75 HC-$7.92** 196P.

DESCRIPTORS *COMPUTER ORIENTED PROGRAMS, *COUNSELING, *EDUCATIONAL PLANNING, *HIGH SCHOOL STUDENTS, AUTOMATION, COUNSELING EFFECTIVENESS, COUNSELOR PERFORMANCE, SCHOOL AND COLLEGE ABILITY TEST,

THE VALIDITY OF A COMPUTER BASED COUNSELING SYSTEM WAS TESTED BY COMPARISON OF ITS EFFECTIVENESS WITH THAT OF TWO COUNSELORS IN--(1) PRE- AND POST-INTERVIEW PUPIL APPRAISAL, (2) STUDENT EDUCATIONAL DECISIONS, AND (3) THE COMPLETENESS OF EDUCATIONAL PLANS. INTERVIEWED BY A MODEL COUNSELOR AND THE COUNSELING SYSTEM WERE 20 NINTH-GRADERS. AN EQUAL NUMBER OF STUDENTS WERE INTERVIEWED BY A SECOND COUNSELOR AND THE COUNSELING SYSTEM. INTERVIEW RESULTS, STUDENTS' SEX, SCHOOL AND COLLEGE ABILITY TEST SCORES, SOCIOECONOMIC LEVEL, AND FINAL TENTH GRADE PLANS WERE COLLECTED FOR ANALYSIS. DATA ANALYSIS METHODS ARE DISCUSSED. RESULTS INDICATE THAT--(1) THE DEVELOPMENT OF A COMPOSITE COUNSELING MODEL WHICH WOULD INCORPORATE THE BEST FEATURES OF SEVERAL COUNSELORS IS POSSIBLE, (2) THE CURRENT AUTOMATED COUNSELING SYSTEM, WITH THE MODIFICATIONS DISCUSSED, HAS VALUE AS A COMPUTER-BASED PUPIL INFORMATION SYSTEM AND IS USEFUL AS AN EDUCATIONAL PLANNING AID IN CONJUNCTION WITH A COUNSELOR, AND (3) MOST STUDENTS WOULD VOLUNTARILY USE THE AUTOMATED COUNSELING SYSTEM IF IT WERE IMPLEMENTED INTO A SCHOOL SYSTEM. (PS)

**ED 016 263** 24 CG 001 356

*JACOBSON, MILTON D.*

**THE USE OF THE COMPUTER TO GENERATE STATISTICAL TABLES FOR THE STUDY OF PERSONALITY TRAITS, A MONTE CARLO AND A LOGICAL ANALYSIS OF MULTITRAIT-MULTIMETHOD STATISTICS.**

VIRGINIA UNIV., CHARLOTTESVILLE, SCH. OF EDUC.
REPORT NUMBER BR-5-8410
PUB DATE JUN 67
**EDRS PRICE MF-$0.50 HC-$4.20** 103P.

DESCRIPTORS *COMPUTERS, *DATA ANALYSIS, *MATHEMATICAL APPLICATIONS, *MATHEMATICAL LOGIC, *PERSONALITY ASSESSMENT, CORRELATION MATRICES, TABLES (DATA), TEST VALIDITY,

THIS WAS A TWO PART INVESTIGATION. THE FIRST PART WAS A MONTE CARLO (STATISTICAL) ANALYSIS, AND THE SECOND WAS A LOGICAL ANALYSIS OF MULTITRAIT-MULTIMETHOD VALIDITY. PART ONE SUCCESSFULLY GENERATED, FOR SMALL SAMPLE SIZES, EMPIRICAL DISTRIBUTIONS OF STANLEY'S F STATISTIC FOR TESTING TRAIT VALIDITY IN MULTITRAIT-MULTIMETHOD MATRICES. ZYZANSKI'S CORRECTION OF STANLEY'S STATISTIC WAS FOUND INAPPROPRIATE FOR SMALL SAMPLE SIZES. PART TWO EMPLOYED THE METHOD OF LOGICAL ANALYSIS TO DETERMINE THE SOUNDNESS OF THE FOUR CRITERIA PROPOSED BY CAMPBELL AND FISKE FOR DETERMINING TRAIT VALIDITY BY MULTITRAIT-MULTIMETHOD MATRICES. IT WAS CONCLUDED THAT ONLY CRITERION ONE, CONVERGENT VALIDITY, COULD BE CONSIDERED A "THEOREM" OF TESTING THEORY. THIS ANALYSIS QUESTIONED WHETHER SPECIFIC TESTS CAN BE VALIDATED OR INVALIDATED WHEN THE CRITERIA OFFERED TO DO THIS ARE NOT THEMSELVES "VALID" OR LOGICALLY NECESSARY. (PS)

**ED 016 264** 24 CG 001 357

*KATZ, JOSEPH, ED.*

**GROWTH AND CONSTRAINT IN COLLEGE STUDENTS, A STUDY OF THE VARIETIES OF PSYCHOLOGICAL DEVELOPMENT. FINAL REPORT.**

STANFORD UNIV., CALIF., INST. FOR STUDY OF HUMAN
REPORT NUMBER BR-5-0799
PUB DATE AUG 67
CONTRACT OEC-2-10-036
**EDRS PRICE MF-$2.50 HC-$27.00** 673P.

DESCRIPTORS *COLLEGE STUDENTS, *LONGITUDINAL STUDIES, *PERSONALITY DEVELOPMENT, COLLEGE CURRICULUM, INSTITUTIONAL ENVIRONMENT, INTERVIEWS, OCCUPATIONAL CHOICE, OMNIBUS PERSONALITY INVENTORY, PSYCHOLOGICAL CHARACTERISTICS, QUESTIONNAIRES, STUDENT ALIENATION, STUDENT CHARACTERISTICS,

THIS WAS A LONGITUDINAL STUDY WHICH FOCUSED ON THE PERSONALITY DEVELOPMENT OF COLLEGE STUDENTS BETWEEN THE AGES OF 17 AND 22. IN THE FALL OF 1961, SELECTED STANFORD AND BERKELEY FRESHMEN WERE ADMINISTERED SIX SCALES FROM THE OMNIBUS PERSONALITY INVENTORY, THE AUTHORITARIAN AND ETHNOCENTRISM SCALES, AND AN EXPERIMENTAL 54-ITEM DRINKING ATTITUDES SCALE. AS SENIORS, THEY WERE ADMINISTERED THE SAME INSTRUMENTS AND A QUESTIONNAIRE. THE HEART OF THE STUDY CONSISTED OF THE LONGITUDINAL INTERVIEWING OF SELECTED STUDENT SAMPLES THROUGHOUT THEIR FOUR COLLEGE YEARS. A WIDE VARIETY OF PATTERNS EMERGED, AND THESE ARE DESCRIBED. THE RESULTS, IN ROUGH SUMMARY, ARE--(1) FOR MANY STUDENTS, THE ACADEMIC-INTELLECTUAL OFFERINGS OF THE COLLEGE DO NOT CONNECT ADEQUATELY WITH THEIR OWN MOTIVATIONS AT THE EXPENSE BOTH OF ADEQUATE LEARNING AND OF PERSONAL INVOLVEMENT IN THE PROCESS OF INTELLECTUAL INQUIRY, (2) MANY STUDENTS DO NOT LEARN ADEQUATELY TO RELATE THEIR REASONING CAPACITIES WITH PROBLEMS THEY FACE IN THEIR OWN DEVELOPMENT, AND (3) THE COLLEGE YEARS DO NOT BRING SUFFICIENT OPPORTUNITY TO DEVELOP THE NON-INTELLECTIVE PARTS OF THEIR CHARACTER. THE CHAPTERS IN THIS VOLUME ARE CENTERED ABOUT THESE MAJOR AREAS--(1) ACADEMIC EXPERIENCE, (2) CAREER PREPARATION AND CHOICE, (3) PEER RELATIONS, AND (4) PERSONALITY DEVELOPMENT. THE LITERATURE ON PERSONALITY DEVELOPMENT DURING COLLEGE IS REVIEWED AND RECOMMENDATIONS ARE MADE. (PS)

**ED 016 265** 08 CG 001 364

*KRUMBOLTZ, JOHN D.*

**VOCATIONAL PROBLEM-SOLVING EXPERIENCES FOR STIMULATING CAREER EXPLORATION AND INTEREST, PHASE II. MID-PROJECT REPORT, DECEMBER 1, 1966-APRIL 30, 1967.**

STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER BR-7-0111
GRANT OEG-4-7-070111-2890
**EDRS PRICE MF-$0.25 HC-$0.60** 13P.

DESCRIPTORS *OCCUPATIONAL INFORMATION, *PROBLEM SOLVING, OCCUPATIONAL CHOICE, OCCUPATIONAL GUIDANCE, RESEARCH PROJECTS, VOCATIONAL COUNSELING, VOCATIONAL DEVELOPMENT, VOCATIONAL INTERESTS,

NEW OCCUPATIONAL CAREER KITS ARE DESIGNED TO PROVIDE REALISTIC OCCUPATIONAL EXPERIENCES IN THE FIELDS OF APPLIANCE REPAIR, LAW ENFORCEMENT WORK, AND ELECTRONICS. THE WORK INVOLVED IN DEVELOPING AND TESTING EACH KIT IS DELINEATED. THE TWO MAJOR EXPERIMENTS DESIGNED TO TEST HYPOTHESES ABOUT THE OPTIMAL USE OF THESE KITS ARE DESCRIBED. THE FIRST EXPERIMENT INVESTIGATES THE EFFECT OF OCCUPATIONAL SIMULATION MATERIALS OF THREE LEVELS OF DIFFICULTY ON STUDENTS OF THREE LEVELS OF ABILITY AND DIFFERING OCCUPATIONAL INTERESTS. FOR THE SECOND EXPERIMENT, SPECIFIC WAYS WERE TESTED OF TAILORING OCCUPATIONAL PROBLEM-SOLVING MATERIALS TO THE PREFERENCES AND INTERESTS OF THE INDIVIDUALS. (AUTHOR/PS)

**ED 016 266** CG 001 397

*MOORE, MAXINE R.*

**A PROPOSED TAXONOMY OF THE PERCEPTUAL DOMAIN AND SOME SUGGESTED APPLICATIONS.**

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

REPORT NUMBER TDR-67-3

PUB DATE AUG 67

**EDRS PRICE MF-$0.25 HC-$1.24 29P.**

DESCRIPTORS *INDIVIDUAL DIFFERENCES, *PERCEPTUAL DEVELOPMENT, *RESEARCH, *TAXONOMY, AURAL STIMULI, INTEGRATED ACTIVITIES, MULTISENSORY LEARNING, PERCEPTION TESTS,

THIS PROPOSAL FOR A PRELIMINARY TAXONOMY OF THE PERCEPTUAL DOMAIN, ORGANIZED ON THE PRINCIPLE OF INTEGRATION, DREW ON GUILFORD'S THEORETICAL AND FACTOR-ANALYTICAL WORK, ON WITKIN'S FIGURE-GROUND STUDIES, AND ON THE "TAXONOMY OF EDUCATIONAL OBJECTIVES" MODELS. THE TAXONOMY CATEGORIES ARE SENSATION, FIGURE PERCEPTION, SYMBOL PERCEPTION, PERCEPTION OF MEANING, AND PERCEPTIVE PERFORMANCE. POSSIBLE APPLICATIONS OF THE TAXONOMY ARE ILLUSTRATED BY THE CLASSIFICATION OF TWO DIFFERENT BEHAVIOR TYPES, EACH HAVING A CLEARLY PERCEPTUAL BASIS. A HIERARCHY OF TESTS WAS DEVISED, RANGING FROM THE SIMPLEST SENSORY TO THE MOST COMPLEX BEHAVIORAL TASK, TO MEASURE AUDITORY DIAGNOSTIC ABILITY IN STUDENTS OF AUTOMOBILE MECHANICS. SEPARATE TEST BATTERIES OF MUSICAL ABILITY, THE "SEASHORE MEASURES OF MUSICAL TALENTS" AND THE "WING STANDARDIZED TESTS OF MUSICAL INTELLIGENCE," WERE PLACED IN THE TAXONOMY CATEGORIES WITH ADDITIONAL NECESSARY TESTS SUGGESTED TO ENCOMPASS THE PERCEPTUAL DOMAIN. PERCEPTUAL ANALYSIS MAY BE USEFUL IN INDICATING THE LEVELS AT WHICH INDIVIDUAL PERCEPTUAL DIFFERENCES OCCUR. OTHER APPLICATIONS OF A TAXONOMY OF PERCEPTION ARE ALSO SUGGESTED. (WR)

**ED 016 267** CG 001 400

*VARS, GORDON F.*

**NEW KNOWLEDGE OF THE LEARNER AND HIS CULTURAL MILIEU, IMPLICATIONS FOR SCHOOLING IN THE MIDDLE YEARS.**

PUB DATE 11 NOV 67

**EDRS PRICE MF-$0.25 HC-$0.76 17P.**

DESCRIPTORS *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *MIDDLE SCHOOLS, *SOCIOCULTURAL PATTERNS, *STUDENT DEVELOPMENT, EDUCATIONAL EXPERIENCE,

A CURRICULUM DESIGN WHICH APPEARS APPROPRIATE TO THE MIDDLE SCHOOL YEARS IS DESCRIBED. BECAUSE OF RAPID CHANGE AND HIGHLY VARIABLE INDIVIDUAL GROWTH PATTERNS, THE MIDDLE SCHOOL HAS THE MOST DIVERSE STUDENT BODY OF ANY SCHOOL UNIT. VARIED THOUGH THE STUDENTS MAY BE, DEVELOPMENTAL TASKS AT THIS AGE INCLUDE ACHIEVING SELF-UNDERSTANDING TO REACH A STABLE SELF-CONCEPT AND ACQUIRING THE KNOWLEDGE, SKILLS, AND ATTITUDES ESSENTIAL FOR GOOD HUMAN RELATIONS. A CURRICULUM DESIGN MUST TAKE PROPER ACCOUNT OF A SOCIAL AND CULTURAL MILIEU CHARACTERIZED BY VALUE CONFLICTS, STRESS, ROLE CHANGES, AND ACCELERATING SOCIAL CHANGE. ANY MEANINGFUL DESIGN MUST ALSO INCLUDE HOW MAN ORGANIZES, EXPANDS, AND INTERRELATES KNOWLEDGE. A PROGRAM THAT GIVES ADEQUATE AND BALANCED ATTENTION TO THE LEARNER, TO SOCIETY, AND TO ORGANIZED KNOWLEDGE IS NEEDED. THE AUTHOR QUESTIONS THE VALUE OF CURRICULUMS BUILT AROUND THE ORGANIZED FIELDS OF KNOWLEDGE. SPECIALIZATION, THE KNOWLEDGE EXPLOSION, INDIVIDUAL DIFFERENCES, AND THE RAPID CHANGES IN ADOLESCENTS CALL FOR A CONTINUOUS, NONGRADED, VERTICAL PROGRESSION THROUGH LEARNING EXPERIENCES WITH GENUINE SEQUENTIAL ORGANIZATION IN THE MIDDLE SCHOOL CURRICULUM DESIGN. A CORE CURRICULUM GIVES THE NECESSARY FLEXIBILITY IN GROUPING, SCHEDULING, AND ORGANIZATION. THIS PAPER WAS PRESENTED AT THE CONFERENCE OF THE COLLEGE OF EDUCATION (11TH, UNIV. OF TOLEDO, OHIO, NOVEMBER 11, 1967). (WR)

**ED 016 268** 08 CG 001 422

*BARBULA, P.M.* *ISAAC, STEPHEN W.*

**CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT.**

SAN DIEGO COUNTY DEPT. OF EDUCATION, CALIF.

REPORT NUMBER BR-6-8744

PUB DATE NOV 67

GRANT OEG-4-7-008744-0485

**EDRS PRICE MF-$0.25 HC-$2.00 48P.**

DESCRIPTORS *CAREER PLANNING, *EDUCATIONAL GAMES, *STUDENT ATTITUDES, *VOCATIONAL COUNSELING, GRADE 6, GRADE 8, RESEARCH PROJECTS, SIMULATION,

THE PURPOSE OF THIS STUDY WAS TO ASSESS STUDENT ACQUISITION OF KNOWLEDGE ABOUT VOCATIONS AFTER PARTICIPATION IN A CAREER SIMULATION GAME AND TO DETERMINE ATTITUDINAL CHANGE TOWARD VOCATIONAL CONCEPTS. DATA WAS COLLECTED THROUGH A PRE-TEST AND A POST-TEST. A SAMPLE OF SIXTH- AND EIGHT-GRADE STUDENTS WAS DRAWN FOR THE TREATMENT AND THE CONTROL GROUPS. THE TREATMENT GROUPS PARTICIPATED IN THE CAREER SIMULATION GAME WHILE THE CONTROL GROUPS RECEIVED THE USUAL CURRICULUM PROGRAM. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE GROUPS ON A 10-ITEM QUESTIONNAIRE ON VOCATIONAL INSIGHTFULNESS. A GENERAL TREND TO INCREASE HOURS OF STUDY ON THE POST-TESTS WAS EVIDENT FOR THE TREATMENT GROUPS, ALTHOUGH NO STATISTICALLY SIGNIFICANT PATTERNS WERE FOUND. THE NEGATIVE RESULTS MAY BE DUE TO INSENSITIVE INSTRUMENTATION. THE INVESTIGATORS BELIEVE THAT FURTHER DEVELOPMENTAL WORK IS INDICATED TO EXPLORE SIMULATION AS A METHOD OF TEACHING CAREER DEVELOPMENT PRINCIPLES TO ADOLESCENTS. (PS)

**ED 016 269** 24 CG 001 423

*CRENSHAW, WILLIAM A.*

**EFFECTS OF ORTHOKINETIC SEGMENTS UPON MOTOR RESPONSES OF NORMAL MALE COLLEGE STUDENTS.**

TEXAS UNIV., AUSTIN

REPORT NUMBER BR-6-8428

PUB DATE AUG 67

CONTRACT OEC-3025-99-7

**EDRS PRICE MF-$0.50 HC-$2.84 69P.**

DESCRIPTORS *KINESTHETIC METHODS, *PHYSICAL EDUCATION, *PSYCHOMOTOR SKILLS, *RESEARCH PROJECTS, CONTROL GROUPS, EXPERIMENTAL GROUPS, NEUROLOGY,

THIS STUDY ASSESSES THE EFFECTS OF ORTHOKINETIC SEGMENTS UPON THE MOTOR RESPONSES OF NORMAL MALE COLLEGE STUDENTS PERFORMING THE VERTICAL JUMP AND THE STANDING BROAD JUMP. THE VARIOUS PLACINGS OF THE ELASTIC AND INELASTIC FIELDS OF THE SEGMENTS UPON THE AGONIST AND ANTAGONIST THIGH MUSCLES OF STUDENTS WERE NOTED AND COMPARED WITH PERFORMANCE SCORES TO DETERMINE IF THE SEGMENTS FACILITATED, INHIBITED, OR FAILED TO SIGNIFICANTLY AFFECT PERFORMANCE. ORTHOKINETICS MAY ASSIST IN THE DEVELOPMENT OF COORDINATION AND MOTOR SKILLS BY EXTERNAL MEANS, AND IS A METHOD OF STUDYING THE NERVOUS SYSTEM OF THE LIVE ORGANISM. CONCEPTS OF THE NERVOUS SYSTEM, DERIVED FROM NEUROANATOMISTS AND NEUROPHYSIOLOGISTS, ARE RELATED TO ORTHOKINETICS. THE SAMPLE WAS DIVIDED INTO A CONTROL AND THREE TREATMENT GROUPS. MEASUREMENT TECHNIQUES AND STATISTICAL PROCEDURES ARE OUTLINED. NO IMMEDIATE DECISIVE EFFECTS OF THE SEGMENTS ON A NORMAL SUBJECT'S ABILITY IN EITHER THE VERTICAL JUMP OR STANDING BROAD JUMP WERE NOTED. LONGER EXPOSURE TO THE SEGMENTS MAY BE NECESSARY. A DISCUSSION OF THE RESULTS, INCLUDING A CONSIDERATION OF FACTORS INFLUENCING THE RESULTS, IS PROVIDED. (PS)

**ED 016 270** CG 001 507

*BOYD, RICHARD S.*

**STUDENT ATTITUDES AND TEACHER JUDGMENT OF STUDENT ATTITUDES.**

**EDRS PRICE MF-$0.25 HC-$0.60 13P.**

DESCRIPTORS *HIGH SCHOOL CURRICULUM, *PERSONAL VALUES, *Q SORT, *STUDENT ATTITUDES, *TEACHER ATTITUDES, EXPERIMENTAL PROGRAMS,

THROUGH INTERVIEWS BY A PSYCHOLOGIST AT TWO DIFFERENT HIGH SCHOOLS, AN MQ-SORT INSTRUMENT WAS DEVELOPED. THE INSTRUMENT CONSISTED OF 100 STATEMENTS CONCERNING GRADES, TEACHERS, ACTIVITIES, AND LEARNING. TEACHERS SORTED THE STATEMENTS THE WAY THEY THOUGHT MOST STUDENTS IN THE SCHOOL WOULD SORT THEM. STUDENTS SORTED THEM TO DESCRIBE THEIR PERSONAL FEELINGS. THE TEACHERS' SORT WAS CLOSER TO THAT OF STUDENTS WITH LOW GRADES THAN TO THOSE MAKING HIGHER GRADES. THEY ALSO RELATED MORE CLOSELY WITH BOYS THAN WITH GIRLS. IN COMPARING WITH THE STUDENT POPULATION AS A WHOLE, TEACHERS SIGNIFICANTLY UNDERRATED STUDENTS

ON--(1) THE VALUE STUDENTS PLACE UPON LEARNING, (2) THEIR ENJOYMENT OF SCHOOL WORK AND EXTRA WORK, AND (3) THE IMPORTANCE STUDENTS GIVE TO SCHOOL AND ITS MEANING TO THEIR FUTURE. (AUTHOR)

**ED 016 271** CG 001 520
*RAFFERTY, MAX*
**GUIDELINES FOR PUPIL PERSONNEL SERVICES IN THE ELEMENTARY SCHOOL.**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$2.84 69P.**
DESCRIPTORS *ELEMENTARY SCHOOLS, *GUIDELINES, *STUDENT PERSONNEL SERVICES, INTERPROFESSIONAL RELATIONSHIP, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, PROGRAM GUIDES,
THESE GUIDELINES FOR PUPIL PERSONNEL SERVICES IN ELEMENTARY SCHOOLS EMPHASIZE THE SIMILARITY IN FUNCTION OF THE VARIOUS SPECIALISTS. THE OBJECTIVES AND DEVELOPMENT OF PUPIL PERSONNEL PROGRAMS IN LARGE AND SMALL SCHOOL DISTRICTS ARE DISCUSSED. GUIDES FOR PROGRAM EVALUATION ARE ALSO INCLUDED. ROLE DEFINITIONS OF THE VARIOUS PUPIL PERSONNEL SPECIALISTS AND SELECTIONS FROM THE CALIFORNIA EDUCATION CODE ARE APPENDED. (JR)

**ED 016 272** CG 001 542
*STAPLES, RICHARD M. (COMP)*
**SCHOOL SOCIAL WORK IN WISCONSIN, A DESCRIPTION OF SCHOOL SOCIAL WORK, GUIDELINES FOR A SCHOOL SOCIAL WORK PROGRAM. SOCIAL WORK IN OUR SCHOOLS.**
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
REPORT NUMBER WSDPI-BULL-149
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$2.28 55P.**
DESCRIPTORS *PERSONNEL SELECTION, *PROGRAM DEVELOPMENT, *SCHOOL SOCIAL WORKERS, *SOCIAL SERVICES, PROGRAM DESCRIPTIONS, STAFF ROLE,
THIS ARTICLE DISCUSSES SCHOOL SOCIAL WORK DEVELOPMENT, PRACTICE, AND BASIC PRINCIPLES, THE ORGANIZATION OF SCHOOL SOCIAL WORK PROGRAMS IS DISCUSSED IN TERMS OF--(1) THE DEVELOPMENT OF NEW SCHOOL SOCIAL WORK PROGRAMS, (2) ADMINISTRATIVE ASPECTS, AND (3) EXISTING SCHOOL PROGRAMS. REFERRAL POLICIES AND PROCEDURES ARE COVERED. THE MANY ROLES OF THE SCHOOL SOCIAL WORKER INCLUDE CASEWORK, GROUP WORK, COLLABORATION, PREVENTION, AND CONSULTATION SERVICES. ADMINISTRATIVE, SUPERVISORY, AND CONSULTATIVE PRACTICES AND PROCEDURES ARE DISCUSSED. PERSONNEL STANDARDS, INCLUDING QUALIFICATIONS AND POLICIES, ARE OUTLINED. STATE SUPPORTED GUIDELINES, CERTIFICATION STANDARDS, WISCONSIN STATUTES DEALING WITH STATE SUPPORTED PROGRAMS, FORMS REQUIRED IN WISCONSIN, AND SUGGESTED REFERRAL AND FACE SHEET FORMS ARE APPENDED. (IM)

**ED 016 273** CG 001 689
*ROBERTS, TOMMY L.*
**THE UNIQUENESS OF THE INDIVIDUAL.**
PUB DATE FEB 68
**EDRS PRICE MF-$0.25 HC-$0.96 22P.**
DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *COMPUTER ORIENTED PROGRAMS, *COUNSELING, *COUNSELING EFFECTIVENESS, *INTERACTION PROCESS ANALYSIS, DECISION MAKING, INFORMATION PROCESSING, INFORMATION SYSTEMS,
THE ETHICS OF STUDENT-COMPUTER INTERACTIVE SYSTEMS IN GUIDANCE AND COUNSELING WERE INVESTIGATED. MAJOR TERMS EMPLOYED IN THE DISCUSSION ARE OPERATIONALLY DEFINED. THE ADVANTAGES OF THE COMPUTER-HUMAN RELATIONSHIP AS COMPARED TO THE HUMAN-HUMAN RELATIONSHIP ARE--(1) THE HIGH SPEED COMPUTER IS CAPABLE OF MORE RAPID AND EFFICIENT SEARCHING AND PROCESSING OF USEFUL INFORMATION, (2) NOISE CONTROL AND PRECISION PROGRAMMING RESULT IN MORE ACCURATE TRANSMISSION OF USEFUL INFORMATION, (3) THE SIMPLICITY OF THE COMPUTER SYSTEM FACILITATES NOISE-FREE COMMUNICATION, (4) COMPUTER-GENERATED COMMUNICATION SYSTEMS ARE LESS INTERRUPTED BY NOISE FACTORS, AND (5) COMPUTER-HUMAN SYSTEMS, BECAUSE OF THE RELATIVE SIMPLICITY OF ONE ELEMENT OF THE SYSTEM, REDUCE THE COMPLEXITY OF THE INTERACTION AND RESULT IN LESS NOISE IN THE WHOLE COMMUNICATIVE PROCESS. THE COMPUTER-BASED COUNSELING SYSTEM WOULD FREE THE COUNSELOR FROM FUNCTIONS DEPENDENT UPON INFORMATION GATHERING, DATA ANALYSIS, AND REPORTING. THE COUNSELOR CAN THEN CONCENTRATE ON STUDENTS WITH EMOTIONAL AND PSYCHOLOGICAL PROBLEMS. THE COMPUTER-BASED SYSTEM CAN IMPROVE DATA PROCESSING, WOULD PROTECT THE COUNSELEE FROM AN INVASION OF HIS PRIVACY, AND CAN HELP THE STUDENT IN THE DECISION-MAKING PROCESS. FUTURE APPLICATIONS OF COMPUTER-BASED SYSTEMS ARE DISCUSSED. THIS SPEECH WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, ILLINOIS, FEBRUARY 1968. (PS)

**ED 016 274** CG 001 723
*FLANDERS, ROBERT E. JACKSON, WILLATHEA G.*
**ORGANIZATION OF A PUPIL PERSONNEL COUNCIL IN A SHARED SERVICES PROJECT.**
PUB DATE 68
**EDRS PRICE MF-$0.25 HC-$0.76 17P.**
DESCRIPTORS *STAFF MEETINGS, *STUDENT PERSONNEL SERVICES, *STUDENT PERSONNEL WORK,
A DESCRIPTION OF THE RATIONALE AND BASIC PROCEDURES OF ORGANIZING A PUPIL PERSONNEL COUNCIL ARE PRESENTED. THE COUNCIL SHOULD BE COMPOSED OF PUPIL PERSONNEL WORKERS IN THE SCHOOL SYSTEM. CASE CONFERENCES, CONSULTATION WITH ADMINISTRATORS, AND PROCEDURAL DECISIONS ARE AMONG THE POSSIBLE ACTIVITIES OF SUCH A COUNCIL. (NS)

**ED 016 275** CG 001 724
*GREEN, JERALD E.*
**STRATEGIES FOR EDUCATIONAL CHANGE IN PUPIL PERSONNEL SERVICES.**
KENT STATE UNIV., OHIO
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$2.00 48P.**
DESCRIPTORS *EDUCATIONAL CHANGE, *RESEARCH NEEDS, *RESEARCH UTILIZATION, *STUDENT PERSONNEL SERVICES, DATA PROCESSING, GOVERNMENT ROLE, SOCIAL CHANGE,
EDUCATION AND SOCIAL CHANGE ARE CLOSELY LINKED, BUT CHANGES IN EDUCATION ARE USUALLY SLOW. RECENT CONFERENCES AND PUBLICATIONS HAVE CONSIDERED STRATEGIES FOR PLANNED CHANGE TO MEET CURRENT SOCIETAL NEEDS. A MAJOR AREA STUDIED IS PUPIL PERSONNEL SERVICES. THE FOCUS OF THE INTERPROFESSIONAL RESEARCH COMMISSION ON PUPIL PERSONNEL SERVICES (IRCOPPS) AND OTHER PROJECTS, ON A UNITY IN SERVICES, SUGGESTS AN IMPORTANT DIRECTION OF CHANGE. INCREASED RESEARCH, DATA PROCESSING, AND GOVERNMENT FUNDING ARE MAIN FACTORS ENCOURAGING CHANGE IN PUPIL PERSONNEL SERVICES. (NS)

**ED 016 276** 24 EA 000 909
*SPRINGER, URSULA K.*
**RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.**
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER BR-5-8451
PUB DATE 67
CONTRACT OEC-6-10-211
**EDRS PRICE MF-$1.00 HC-$9.72 241P.**
DESCRIPTORS *COMPARATIVE EDUCATION, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *MIDDLE SCHOOLS, *TEACHING PROCEDURES, BIBLIOGRAPHIES, BROOKLYN, CHARTS, CURRICULUM EVALUATION, CURRICULUM PLANNING, EDUCATIONAL CHANGE, EDUCATIONAL COUNSELING, EDUCATIONAL PROGRAMS, FRANCE, ITALY, LANGUAGE INSTRUCTION, MATHEMATICS INSTRUCTION, ORGANIZATION, SCIENCE INSTRUCTION, SOCIAL STUDIES, STUDENT ENROLLMENT, WEST GERMANY,
FRANCE, WEST GERMANY, AND ITALY ARE SUBJECTS OF AN INTERNATIONAL MIDDLE SCHOOL STUDY TO ACQUAINT AMERICAN EDUCATORS WITH WHAT THE EUROPEAN SCHOOL AUTHORITIES CONSIDER GOOD SCHOOL PROGRAMS, AND WITH THE DIRECTIONS IN WHICH THE AUTHORITIES ARE MOVING TO ADJUST SCHOOLS TO THE NEEDS OF MODERN SOCIETY. INFORMATION FOR THE STUDY WAS OBTAINED BY THE AUTHOR THROUGH INTERVIEWS, PERSONAL CONTACTS, LITERATURE, AND SCHOOL AND STATE RECORDS. MIDDLE SCHOOL CURRICULA IS DISCUSSED IN TERMS OF (1) RECENT REFORMS, (2) THE STRUCTURE AND CHARACTERISTICS OF THE SCHOOL SYSTEM, (3) THE NATURE OF AND PLANNING OF THE CURRICULUM, (4) CHANGES IN GENERAL CURRICULAR POLICIES, (5) INNOVATION, (6) DEVELOPMENTS IN SUBJECT PROGRAMS, AND (7) QUANTITATIVE COMPARISONS OF CURRICULUM PROGRAMS. APPENDICES CONTAIN A BIBLIOGRAPHY, DIAGRAMS OF THE SCHOOL SYSTEMS, AND THE CURRICULA. (HW)

**ED 016 277** EA 000 932
*THRESHER, B. ALDEN*
**COLLEGE ADMISSIONS AND THE PUBLIC INTEREST.**
COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ADMISSION CRITERIA, *COLLEGE ADMISSION, *COLLEGE HIGH SCHOOL COOPERATION, *HIGH SCHOOL GRADUATES, *SOCIAL FACTORS, ACADEMIC ASPIRATION, ATTITUDES, COLLEGE FACULTY, CULTURAL FACTORS, DECISION MAKING, EDUCATIONAL DEMAND, GUIDANCE COUNSELING, STUDENT INTERESTS, SYSTEMS CONCEPTS,

VIEWING COLLEGE ADMISSIONS AS A SOCIAL PROCESS, THE AUTHOR FOCUSES ON THE INTERACTION BETWEEN THE SUPPLY OF STUDENTS COMING FROM THE GENERAL POPULATION AND THE DEMAND FOR STUDENTS BY COLLEGES. ACCESS TO HIGHER EDUCATION IS TREATED AS A GENERAL PROBLEM ON THREE LEVELS. LEVEL ONE, THE VIEWPOINT OF THE INDIVIDUAL STUDENT, IS CONCERNED WITH GUIDANCE COUNSELORS, PARENTS, TEACHERS, AND OTHER ADVISORS SEEKING TO HELP THE STUDENT CHOOSE AND OBTAIN ENTRANCE INTO A COLLEGE. LEVEL TWO, THE VIEWPOINT OF THE INDIVIDUAL COLLEGE, IS CONCERNED WITH THE FACULTY VIEWPOINT TOWARD ADMISSIONS, HOW ADMISSIONS OFFICERS EMERGE, PROBLEMS OF SELECTION, AND THE ORGANIZATION OF ADMISSIONS. LEVEL THREE, VIEWING THE SYSTEM AND THE ENTIRE PROCESS AS A WHOLE, IS CONCERNED WITH THE INTERACTION OF ALL THE COLLEGES, UNIVERSITIES, AND SECONDARY SCHOOLS AND WITH THE DEMANDS OF THE NATION FOR AN INCREASINGLY LITERATE SOCIETY. THIS DOCUMENT IS PUBLISHED BY THE COLLEGE ENTRANCE EXAMINATION BOARD, PUBLICATIONS ORDER OFFICE, BOX 592, PRINCETON, NEW JERSEY 08540, 93 PAGES, $2.50. (JK)

**ED 016 278** **EA 000 944**
*BOYAN, NORMAN J.*
**PROBLEMS AND ISSUES OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION.**
PUB DATE OCT 67
**EDRS PRICE MF-$0.25 HC-$1.36** 32P.

DESCRIPTORS *CHANGE AGENTS, *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL PRACTICE, *EDUCATIONAL RESEARCH, *RESEARCH UTILIZATION, ADMINISTRATIVE POLICY, CURRICULUM DEVELOPMENT, DEVELOPMENT, DIFFUSION, EDUCATIONAL IMPROVEMENT, EDUCATIONAL INNOVATION, EDUCATIONAL POLICY, FEDERAL AID, ORGANIZATION, PROFESSIONAL TRAINING, RESEARCH AND DEVELOPMENT CENTERS, RESEARCHERS,

THE DEVELOPMENT ACTIVITY BETWEEN PRODUCTION AND UTILIZATION OF KNOWLEDGE IS EMPHASIZED AS THE KEY ACTIVITY. THE FEDERAL GOVERNMENT IN THE MID-1950'S BECAME ONE OF THE MOST VIGOROUS AND HOPEFUL PROTAGONISTS OF EDUCATIONAL RESEARCH AND DEVELOPMENT. THE ACTS PASSED AND THE RESEARCH AND DEVELOPMENT CENTERS CREATED ARE NOTED AS AGENTS IN THIS NEW INTEREST IN DEVELOPMENT. THE INQUIRY PHASE OF RESEARCH AND DEVELOPMENT IS DISCUSSED IN THE CONTEXT OF INCREASING ITS QUANTITY AND QUALITY. THE INQUIRY AND DEVELOPMENT PHASES ARE FURTHER RELATED TO THEIR FUNCTIONS IN EDUCATIONAL ADMINISTRATION. AT THE INQUIRY STAGE, IT IS SUGGESTED THAT RESEARCH CENTERS BE ESTABLISHED AT VARIOUS POINTS THROUGHOUT THE COUNTRY FOR TRAINING RESEARCHERS AND CONDUCTING RESEARCH. AT THE DEVELOPMENT STAGE, IT IS SUGGESTED THAT SPECIALIZED DEVELOPMENT UNITS FOR EDUCATIONAL ADMINISTRATION BE CREATED WHICH COVER THREE MAIN AREAS--(1) DEVELOPMENT OF CURRICULA FOR THE PREPARATION OF ADMINISTRATORS, (2) DEVELOPMENT OF ORGANIZATIONAL FORMS OR STRUCTURES FOR EDUCATIONAL SYSTEMS THAT ARE LIKELY TO MAKE A DIFFERENCE IN THE WAY THE SYSTEMS CARRY OUT THEIR TASKS, AND (3) DEVELOPMENT OF ADMINISTRATIVE PROCESSES AND PROCEDURES. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE UCEA CAREER DEVELOPMENT SEMINAR, CO-SPONSORED BY THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION AND THE UNIVERSITY OF OREGON (17TH, PORTLAND, OREGON, OCTOBER 22-25, 1967). (HW)

**ED 016 279** **EA 000 983**
*WILLOWER, DONALD J. AND OTHERS*
**THE SCHOOL AND PUPIL CONTROL IDEOLOGY. THE PENNSYLVANIA STATE UNIVERSITY STUDIES, NUMBER 24.**
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADMINISTRATOR ROLE, *CLASS MANAGEMENT, *CLASSROOM ENVIRONMENT, *STUDENT TEACHER RELATIONSHIP, *TEACHER ROLE, DISCIPLINE, ELEMENTARY SCHOOL COUNSELORS, ELEMENTARY SCHOOL TEACHERS, NONAUTHORITARIAN CLASSES, PCI FORM, PERSONALITY ASSESSMENT, PRINCIPALS, ROKEACH, SECONDARY SCHOOL COUNSELORS, SECONDARY SCHOOL TEACHERS, STATUS NEED, UNIVERSITY PARK,

QUESTIONNAIRE RESPONSES FROM EDUCATORS IN 13 URBAN, SUBURBAN, AND RURAL SCHOOL SYSTEMS (12 IN PENNSYLVANIA AND ONE IN NEW YORK STATE) WERE ANALYZED TO DETERMINE THE INFLUENCE OF ROLE AND PERSONALITY FACTORS IN THE PUPIL CONTROL IDEOLOGY OF PUBLIC SCHOOL PRINCIPALS AND TEACHERS. PUPIL CONTROL IDEOLOGY WAS CONCEPTUALIZED AS A CONTINUUM, RANGING FROM CUSTODIALISM OR RIGID TRADITIONALISM AT ONE END TO HUMANSIM OR LEARNING THROUGH INTERACTION AND EXPERIENCE AT THE OTHER. OPERATIONALIZED VARIABLES INCLUDED RESPONDENT'S ORGANIZATIONAL POSITION, PUPIL CONTROL IDEOLOGY, AND DOGMATISM. THE PUPIL CONTROL IDEOLOGY FORM WAS COMPLETED BY 486 ELEMENTARY AND 477 SECONDARY SCHOOL TEACHERS, 84 ELEMENTARY AND 97 SECONDARY PRINCIPALS, AND 180 COUNSELORS (1,324 TOTAL). THE DOGMATISM SCALE WAS COMPLETED BY 376 ELEMENTARY AND 429 SECONDARY SCHOOL TEACHERS AND 79 ELEMENTARY AND 89 SECONDARY SCHOOL PRINCIPALS (973 TOTAL). CORRELATIONS AND SCORES PRESENTED IN 28 TABLES SUPPORT THE STUDY'S FOUR MAJOR FINDINGS--(1) TEACHERS WERE MORE CUSTODIAL THAN PRINCIPALS OR COUNSELORS IN PUPIL CONTROL IDEOLOGY, (2) ELEMENTARY TEACHERS AND PRINCIPALS WERE LESS CUSTODIAL IN PUPIL CONTROL IDEOLOGY THAN THEIR SECONDARY SCHOOL COUNTERPARTS, (3) TEACHERS WITH MORE THAN FIVE YEARS OF CLASSROOM EXPERIENCE WERE MORE CUSTODIAL THAN WERE TEACHERS WITH FIVE YEARS OR LESS OF CLASSROOM EXPERIENCE, AND (4) CLOSED MINDED TEACHERS AND PRINCIPALS WERE MORE CUSTODIAL THAN OPEN MINDED TEACHERS AND PRINCIPALS. THIS DOCUMENT IS AVAILABLE FROM THE ADMINISTRATIVE COMMITTEE ON RESEARCH, THE PENNSYLVANIA STATE UNIVERSITY, 207 OLD MAIN, UNIVERSITY PARK, PENNSYLVANIA 16802, FOR $1.00. (JK)

**ED 016 280** **24** **EA 000 999**
*LIPHAM, JAMES M. AND OTHERS*
**THE SCHOOL BOARD AS AN AGENCY FOR RESOLVING CONFLICT.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0338
PUB DATE AUG 67
CONTRACT OEC-5-10-001
**EDRS PRICE MF-$1.00 HC-$8.00** 198P.

DESCRIPTORS *BOARD OF EDUCATION ROLE, *BUDGETING, *CONFLICT RESOLUTION, *FINANCIAL SUPPORT, *SCHOOL COMMUNITY RELATIONSHIP, BOARDS OF EDUCATION, COMMUNITY ATTITUDES, EDUCATIONAL INNOVATION, HYPOTHESIS TESTING, MADISON, PAROCHIAL SCHOOLS, PUBLIC OFFICIALS, ROLE THEORY, SCHOOL ADMINISTRATION, SCHOOL DISTRICTS, SOCIAL SYSTEMS, STATISTICAL ANALYSIS, TEACHERS, THEORIES,

VIEWING ADMINISTRATION AS A SOCIAL PROCESS, A THREE-YEAR STUDY WAS MADE OF THE ROLE OF THE SCHOOL BOARD AS AN AGENCY FOR RESOLVING CONFLICT BETWEEN THE SCHOOL AND THE COMMUNITY. ROLE EXPECTATIONS FOR THE SCHOOL BOARD WERE ASSESSED BY INTERVIEWING 1,794 CITIZENS, 240 TEACHERS, 183 PUBLIC OFFICIALS, AND 90 SCHOOL BOARD MEMBERS IN 12 WISCONSIN SCHOOL DISTRICTS SELECTED ON THE BASIS OF THEIR SIZE, WEALTH, NON-PUBLIC SCHOOL ENROLLMENT, COMMUNITY CONTROVERSY, AND FISCAL DEPENDENCE-INDEPENDENCE. CONFLICT RESOLUTION WAS ASSESSED BY OBSERVING SCHOOL BOARDS DURING THE BUDGET ADOPTION PROCESS. ANALYSIS INDICATED THAT CONSENSUS IN ROLE EXPECTATIONS FOR THE SCHOOL BOARD AND RESOLUTION OF SCHOOL BOARD ROLE CONFLICT WERE NOT RELATED EITHER TO CHANGE IN FINANCIAL SUPPORT FOR THE SCHOOLS OR TO CHANGE IN ALLOCATIONS TO SELECTED BUDGET CATEGORIES. CONSENSUS IN EXPECTATIONS WITHIN AND BETWEEN CERTAIN REFERENCE GROUPS, ESPECIALLY CITIZENS AND TEACHERS, WAS FOUND TO BE SIGNIFICANTLY RELATED TO THE LEVEL OF FINANCIAL SUPPORT AND THE NATURE OF BUDGET ALLOCATIONS. SCHOOL BOARDS TENDED TO ENGAGE IN ROLE AVOIDANCE, SELDOM RESOLVED CONFLICT IN OPEN MEETINGS, TENDED TO BE INTRA-ORGANIZATIONALLY ORIENTED ON EDUCATIONAL ISSUES, AND WERE EXTRA-ORGANIZATIONALLY ORIENTED ON ECONOMIC ISSUES. RECOMMENDATIONS FOR FUTURE STUDIES INCLUDE DISTINGUISHING BETWEEN ROLE DISSENSUS AND ROLE CONFLICT AND GIVING EQUAL ATTENTION TO BOTH ROLE AND PERSONALITY DETERMINANTS OF BEHAVIOR. (JK)

**ED 016 281** **EA 001 019**
*STOLLER, DAVID S., ED.*
**ABSTRACTS OF TECHNICAL NOTES OF THE DIVISION OF OPERATIONS ANALYSIS.**
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)
REPORT NUMBER TN-44
PUB DATE 27 SEP 67
**EDRS PRICE MF-$0.25 HC-$0.96** 22P.

DESCRIPTORS *ABSTRACTS, *COST EFFECTIVENESS, *DROPOUT RESEARCH, *EQUAL EDUCATION, *SCHOOL DEMOGRAPHY, ACADEMIC ACHIEVEMENT, AGE GROUPS, BIBLIOGRAPHIES, COMMUNITY, DISTRICT OF COLUMBIA, DYNAMOD 2, ECONOMIC DEVELOPMENT, EDUCATIONAL PLANNING, EDUCATIONAL QUALITY, ERIC, MODELS, OPERATIONS RESEARCH,

PROGRAM BUDGETING, STUDENTS, TEACHERS, URBAN EDUCATION,

THIS DOCUMENT CONTAINS ABSTRACTS OF TECHNICAL NOTES. THE TECHNICAL NOTES ARE WORKING PAPERS OF THE DIVISION OF OPERATIONS ANALYSIS AND ARE BEING CIRCULATED BY MEANS OF DEPOSIT IN THE EDUCATIONAL RESOURCES INFORMATION CENTER. (HW)

**ED 016 282 24 EA 001 020**
*SKAGER, R.W. BROADBENT, L.A.*
**COGNITIVE STRUCTURES AND EDUCATIONAL EVALUATION.**
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CSEIP-OR-5
REPORT NUMBER BR-6-1646
PUB DATE APR 67
CONTRACT OEC-4-6-061646-1909-1
**EDRS PRICE MF-$0.50 HC-$3.56 87P.**

DESCRIPTORS *COGNITIVE DEVELOPMENT, *COGNITIVE MEASUREMENT, *CONCEPT FORMATION, *EVALUATION, *LEARNING PROCESSES, ACHIEVEMENT TESTS, COGNITIVE PROCESSES, COGNITIVE TESTS, CURRICULUM EVALUATION, INSTRUCTIONAL PROGRAMS, LOS ANGELES, MEASUREMENT TECHNIQUES, PIAGETIAN THEORY, PROBLEM SOLVING,

OVER 40 ARTICLES AND STUDIES RELATED TO THE PIAGETIAN THEORY OF COGNITIVE DEVELOPMENT ARE CRITICALLY REVIEWED AS A BASIS FOR SUGGESTING APPLICATIONS OF THE THEORY TO EDUCATIONAL EVALUATION. PIAGET'S CONCEPTS ARE ANALYZED WITHIN TWO BROAD CATEGORIES, THE STAGE OF CONCRETE OPERATIONS, FROM APPROXIMATELY SEVEN TO 11 YEARS OF AGE, AND THE STAGE OF FORMAL OPERATIONS, FROM APPROXIMATELY 12 YEARS OF AGE TO ADULTHOOD. DURING THE STAGE OF CONCRETE OPERATIONS, THE CHILD DEVELOPS REPRESENTATIONS OF THE PHYSICAL WORLD AND THE ABILITY TO UTILIZE THE LOGICS OF CLASS INCLUSION AND SERIAL ORDERING. COGNITIVE FUNCTIONING AT THIS STAGE IS CONFINED MAINLY TO DEALING WITH THE ACTUAL OR PHENOMENAL RATHER THAN THE POSSIBLE OR HYPOTHETICAL. DURING THE STAGE OF FORMAL OPERATIONS, THE CHILD BECOMES ABLE TO DIFFERENTIATE VARIABLES IN A PROBLEM-SOLVING SITUATION AND TO ISOLATE CRITICAL MANIPULATIONS AT A SYMBOLIC LEVEL. FURTHER RESEARCH IS NEEDED, UTILIZING PIAGETIAN TASK MEASUREMENT CONCEPTS, TO DETERMINE CLEARLY THE EFFECTS OF CULTURE AND TRAINING ON COGNITIVE DEVELOPMENT AS WELL AS THE PART PLAYED IN COGNITIVE DEVELOPMENT BY SUBJECT CHARACTERISTICS OTHER THAN CHRONOLOGICAL AGE. PIAGETIAN TASK MEASUREMENT CONCEPTS APPROPRIATE TO BOTH CONCRETE AND FORMAL OPERATIONS ARE APPENDED. (JK)

**ED 016 283 EA 001 040**
*SPLAWN, ROBERT E. STOKER, W.M.*
**ADMINISTERING THE NONGRADED SCHOOL.**
PUB DATE 1 SEP 67
**EDRS PRICE MF-$0.50 HC-$3.24 79P.**

DESCRIPTORS *ADMINISTRATOR ROLE, *CURRICULUM DEVELOPMENT, *NONGRADED SYSTEM, *PROGRAM DEVELOPMENT, *PUBLIC SCHOOLS, ACADEMIC ACHIEVEMENT, BIBLIOGRAPHIES, CASE STUDIES (EDUCATION), EDUCATIONAL CHANGE, ELEMENTARY SCHOOLS, SCHOOL COMMUNITY RELATIONSHIP, SECONDARY SCHOOLS, STUDENTS, TEACHERS,

ADOPTION OF THE NONGRADED SYSTEM FOR ELEMENTARY AND SECONDARY SCHOOLS NECESSITATES EXTENSIVE CHANGES FOR BOTH THE SCHOOL SYSTEM AND THE COMMUNITY. A SET OF ADMINISTRATIVE GUIDELINES IS PROPOSED FOR THE IMPLEMENTATION OF THE NONGRADED SYSTEM, AND THE ROLE OF THE ADMINISTRATOR IS EXAMINED IN RELATION TO (1) PROGRAM DEVELOPMENT, (2) TEACHER AND COMMUNITY COOPERATION, AND (3) STUDENT EVALUATION AND PLACEMENT. (DG)

**ED 016 284 24 EA 001 048**
*MCDANIEL, ERNEST D.*
**THE IMPACT OF MULTI-LEVEL MATERIALS ON TEACHING BEHAVIOR AND LEARNING OUTCOMES.**
KENTUCKY RESEARCH FOUNDATION, LEXINGTON
REPORT NUMBER BR-5-8472
PUB DATE 31 MAY 67
CONTRACT OEC-2-7-058472-0018
**EDRS PRICE MF-$0.25 HC-$0.56 12P.**

DESCRIPTORS *EXPERIMENTAL PROGRAMS, *INSTRUCTIONAL MATERIALS, *LEARNING, *MULTIMEDIA INSTRUCTION, *TEACHING STYLES, CRITICAL THINKING, EDUCATIONAL EXPERIMENTS, GRADE 7, HISTORY, LEXINGTON, READING LEVEL, SECONDARY SCHOOL TEACHERS, STUDENT MOTIVATION, STUDY SKILLS,

AN EXPERIMENTAL MULTILEVEL INSTRUCTIONAL PROCEDURE FOR TEACHING HISTORY AS AN INQUIRY PROCESS WAS TESTED ON EIGHT SEVENTH-GRADE CLASSES TO INVESTIGATE CHANGES IN TEACHING BEHAVIOR AND PUPIL LEARNING OUTCOMES, AS COMPARED WITH CONVENTIONAL TEXTBOOK METHODS. WHILE NO CLEAR EVIDENCE WAS OBTAINED THAT PUPILS PREFERRED TO WORK WITH THE MULTILEVEL MATERIALS, TESTS INDICATED THAT STUDY SKILLS AND CRITICAL THINKING WERE IMPROVED BY USE OF THE EXPERIMENTAL INQUIRY METHOD. USE OF MULTILEVEL MATERIALS APPEARED TO HAVE LITTLE EFFECT ON TEACHING BEHAVIOR. (JK)

**ED 016 285 24 EA 001 054**
*FORTUNE, JIMMIE C.*
**A STUDY OF THE GENERALITY OF PRESENTING BEHAVIOR IN TEACHING.**
MEMPHIS STATE UNIV., TENN.
REPORT NUMBER BR-6-8464
PUB DATE 31 MAY 67
CONTRACT OEC-2-7-068464-0217
**EDRS PRICE MF-$0.25 HC-$1.52 36P.**

DESCRIPTORS *ACADEMIC PERFORMANCE, *EFFECTIVE TEACHING, *ELEMENTARY SCHOOL TEACHERS, *TEACHER BEHAVIOR, *TEACHING METHODS, COMMUNICATION SKILLS, COURSE CONTENT, ELEMENTARY SCHOOL STUDENTS, ENGLISH, LITERATURE REVIEWS, MATHEMATICS, MEMPHIS, PROGRAMED INSTRUCTION, SOCIAL STUDIES, STATISTICAL ANALYSIS, TEACHER EDUCATION, TEACHER RATING, VIDEO TAPE RECORDINGS,

THIS STUDY IS CONCERNED WITH THE IDENTIFICATION AND ASSESSMENT OF SKILLS ASSOCIATED WITH TEACHER BEHAVIORS DIRECTED TOWARD THE PRESENTATION OF CONTENT. THE IDENTIFICATION OF THE VARIOUS SKILLS WAS MADE THROUGH OBSERVATION AND ISOLATION OF TEACHER VARIATIONS WHICH RESULT IN STUDENT PERFORMANCE DIFFERENCES ON PRECONSTRUCTED CRITERIA TESTS. THE GENERALITY OF TEACHER BEHAVIORS WAS ANALYZED FOR DIFFERENT GROUPS OF LEARNERS, DIFFERENT PACKETS OF CONTENT, AND A COMBINATION OF THESE TWO. AN ASSESSMENT STUDY WAS MADE TO ASCERTAIN THE RELATIONSHIP OF LEARNER PERFORMANCES TO SUPERVISORY RATINGS OF PARTICIPATING TEACHERS. ADAPTATIONS OF RYAN'S CLASSROOM OBSERVATION RECORD AND THE STANFORD TEACHER APPRAISAL GUIDE OF TEACHING COMPETENCE WERE USED TO GATHER THE SUPERVISORY RATINGS DATA. THE FINDINGS OF THE STUDY IMPLY GENERALITY OVER CONTENT PACKETS ACROSS LEARNER GROUPS, NO ASSUMPTIONS OF GENERALITY OVER LEARNER GROUPS ACROSS CONTENT PACKETS, AND NO GENERALITY OVER CONTENT PACKETS AND LEARNER GROUPS. THE PRINCIPAL IMPLICATION IS THAT ELEMENTARY TEACHERS SEEM TO PRESENT THE SAME PACKET OF CONTENT WITH SIMILAR SUCCESS TO DIFFERENT LEARNER GROUPS. NO SPECIFIC BEHAVIOR WAS FOUND TO GENERALLY DISCRIMINATE BETWEEN EXTREME TEACHERS, EVEN THOUGH SEVERAL COMMON DISCRIMINATING BEHAVIORS WERE FOUND BETWEEN ANY TWO OF THE THREE CONTENT AREAS. POSITIVE CORRELATIONS WERE FOUND BETWEEN SUPERVISORY RATINGS AND AVERAGE STUDENT PERFORMANCE SCORES. (HW)

**ED 016 286 EA 001 058**
*SACHS, BENJAMIN M.*
**EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.**
PUB DATE 66
**EDRS PRICE MF-$1.00 HC-$9.00 223P.**

DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *ADMINISTRATOR QUALIFICATIONS, *ADMINISTRATOR SELECTION, *EDUCATIONAL ADMINISTRATION, *PROFESSIONAL TRAINING, ADMINISTRATOR EVALUATION, ADMINISTRATOR ROLE, COMMUNITY RELATIONS, CURRICULUM DESIGN, HUMAN RELATIONS, INTERNSHIP PROGRAMS, INTERPERSONAL RELATIONSHIP, LEADERSHIP STYLES, PUBLIC RELATIONS, SELF EVALUATION, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER EVALUATION,

THE DEMOCRATIC EDUCATIONAL ADMINISTRATOR FORMS HIS DECISIONMAKING ON FIVE BASIC PREMISES FORMULATED FROM A STUDY OF THE NATURE OF THE DEMOCRATIC SOCIETY--THE SIGNIFICANCE OF THE INDIVIDUAL, THE MEANING OF GROUPS, THE PLACE OF ARGUMENTATION AND PERSUASION, THE ROLE OF POWER AND CONTROL, AND THE ASSUMPTIONS OF DECISIONMAKING. THROUGH A NUMBER OF RELATED INSIGHTS HE TRANSLATES THESE PREMISES INTO PRACTICAL APPLICATIONS OF MEANINGFUL ACTION AND INTERACTION. ONE MAJOR APPLICATION OF THESE CONCEPTS RELATES EDUCATIONAL ADMINISTRATION AS A PROFESSION TO THE PERSON BEING TRAINED FOR THE ADMINISTRATOR ROLE, WITH SPECIAL IMPORT FOR BOTH THE SELECTION AND TRAINING PROCESSES. A SECOND MAJOR APPLICATION RELATES THEM TO THE INTERRELATIONSHIPS OF THE ADMINISTRATOR WITH THE PUBLIC, WITH HIS STAFF PERSONNEL, AND WITH HIS STUDENTS. IN A DEMOCRATIC CONTEXT DEFINED AS A PERSONALIZED APPROACH, SUGGESTIONS ARE MADE FOR IMPROVING TEACHER-PARENT AND TEACHER-PUPIL RELATIONSHIPS. SPECIAL ATTENTION IS

GIVEN TO CURRICULUM PLANNING, WITH THE CURRICULUM REGARDED AS A TOOL FOR THE DEVELOPMENT OF MATURITY OF ALL PERSONS INVOLVED IN THE EDUCATIONAL PROCESS. SELF-EVALUATION OF THE EDUCATIONAL ADMINISTRATOR IS EMPHASIZED, WITH SUCCESS MEASURED NOT BY WHAT HAPPENS TO HIM BUT BY THE GROWTH OF ALL THE PEOPLE HE SERVES. THE COMPLETE DOCUMENT, OF WHICH THIS IS PART II, PAGES 199-388, WAS PUBLISHED BY HOUGHTON MIFFLIN COMPANY, 110 TREMONT STREET, BOSTON, MASSACHUSETTS 02107. (JK)

**ED 016 287** **EA 001 059**

*ZABROWSKI, EDWARD K.*

ANALYZING DIFFERENCES IN THE GROWTH OF TWO RATIOS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-1

PUB DATE 24 MAY 66

EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS *DATA ANALYSIS, *GROWTH PATTERNS, *METHODOLOGY, *MODELS, *STATISTICAL STUDIES, DISTRICT OF COLUMBIA, INCOME,

THIS NOTE OFFERS A MEANS FOR ANALYZING THE DIFFERENCES IN THE LEVELS OF TWO RATIOS OVER A PERIOD OF TIME WHEN THOSE RATIOS COME FROM EMPIRICAL DATA. THE PARTICULAR EXAMPLE USED PERTAINS TO WHITE-NONWHITE PERSONAL INCOME DIFFERENTIALS OVER A TIME INTERVAL, BUT IT IS NOTED THAT THIS TYPE ANALYSIS CAN BE USED IN OTHER CIRCUMSTANCES. (HW)

**ED 016 288** **EA 001 060**

*CASE, C. MARSTON*

ON THE THEORY AND PROCEDURE FOR CONSTRUCTING A MINIMAL-LENGTH, AREA-CONSERVING FREQUENCY POLYGON FROM GROUPED DATA.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-3

PUB DATE 15 JUL 66

EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS *CHARTS, *GRAPHS, *METHODS, *STATISTICS, *THEORIES, DATA ANALYSIS, DISTRICT OF COLUMBIA, GEOMETRY, MATHEMATICAL MODELS,

THIS PAPER IS CONCERNED WITH GRAPHIC PRESENTATION AND ANALYSIS OF GROUPED OBSERVATIONS. IT PRESENTS A METHOD AND SUPPORTING THEORY FOR THE CONSTRUCTION OF AN AREA-CONSERVING, MINIMAL LENGTH FREQUENCY POLYGON CORRESPONDING TO A GIVEN HISTOGRAM. TRADITIONALLY, THE CONCEPT OF A FREQUENCY POLYGON CORRESPONDING TO A GIVEN HISTOGRAM HAS REFERRED TO THAT POLYGON FORMED BY CONNECTING THE MIDPOINTS OF THE TOPS OF THE RECTANGLES MAKING UP THE HISTOGRAM. THE MOST IMPORTANT DEFICIENCY IN THE TRADITIONAL FREQUENCY POLYGON IS THAT THE AREA OF ANY SPECIFIC RECTANGLE IN THE UNDERLYING HISTOGRAM IS GENERALLY NOT EQUAL TO THE AREA UNDER THE FREQUENCY POLYGON OVER THE SAME INTERVAL. DUE TO THIS DEFICIENCY, DATA ARE SELDOM PRESENTED IN THE FORM OF A FREQUENCY POLYGON. (HW)

**ED 016 289** **EA 001 061**

*CASE, C. MARSTON*

ON DEPARTURES FROM INDEPENDENCE IN CROSS-CLASSIFICATIONS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-10

PUB DATE 18 NOV 66

EDRS PRICE MF-$0.25 HC-$1.52 36P.

DESCRIPTORS *CLASSIFICATION, *PROBABILITY, *STATISTICAL ANALYSIS, *STATISTICAL DATA, *STATISTICS, CHARTS, DISTRICT OF COLUMBIA, MODELS, Z-MEASURE,

THIS NOTE IS CONCERNED WITH IDEAS AND PROBLEMS INVOLVED IN CROSS-CLASSIFICATION OF OBSERVATIONS ON A GIVEN POPULATION, ESPECIALLY TWO-DIMENSIONAL CROSS-CLASSIFICATIONS. MAIN OBJECTIVES OF THE NOTE INCLUDE--(1) ESTABLISHMENT OF A CONCEPTUAL FRAMEWORK FOR CHARACTERIZATION AND COMPARISON OF CROSS-CLASSIFICATIONS, (2) DISCUSSION OF EXISTING METHODS FOR CHARACTERIZING CROSS-CLASSIFICATIONS, (3) PROPOSAL OF A NEW APPROACH TO AND A NEW METHOD FOR CHARACTERIZING AND MAKING INFERENCES FROM CROSS-CLASSIFICATIONS, AND (4) INDICATION OF HOW MARKOV PROCESSES CAN BE TREATED AS CROSS-CLASSIFICATIONS. THREE KINDS OF PROBABILITIES (UNCONDITIONAL, CONDITIONAL, AND JOINT) ARE DISCUSSED IN TERMS OF STATISTICAL INDEPENDENCE. MEASURES OF ASSOCIATION, ESPECIALLY THE Z-MEASURE OF ASSOCIATION AND ITS RELATION TO THE PHI COEFFICIENT IN VARIOUS SITUATIONS, ARE DISCUSSED AS MEANS OF INVESTIGATING NON-INDEPENDENCE. AN EXAMPLE OF THE Z-MEASURE APPLICATION IS PRESENTED. THE PROCESS OF DERIVING JOINT PROBABILITIES FROM Z-MEASURES AND THE INTERPRETATION OF MARKOV PROCESSES AS CROSS-CLASSIFICATIONS ARE ILLUSTRATED. (HW)

**ED 016 290** **EA 001 065**

*WINTERS, WILLIAM K.*

AN ALGORITHM TO DETERMINE RELATIVE IMPORTANCE OF PROJECTS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-35

PUB DATE 31 MAY 67

EDRS PRICE MF-$0.25 HC-$1.04 24P.

DESCRIPTORS *ALGORITHMS, *MANAGEMENT GAMES, *MANPOWER UTILIZATION, *PROJECTS, COMPUTER ORIENTED PROGRAMS, DISTRICT OF COLUMBIA, MATHEMATICAL MODELS, METHODS,

THIS NOTE PRESENTS MODELS FOR PASSING JUDGMENT ON THE IMPORTANCE OF PROJECTS. TWO APPROACHES ARE CONSIDERED--PROJECTS WITH TWO ATTRIBUTES, PRIORITY AND DEADLINE DATES, AND PROJECTS WITH K ATTRIBUTES. THE SOLUTIONS ARE ILLUSTRATED THROUGH EXAMPLES AND BY AN ALGORITHM PRESENTED IN A COMPUTER REFERENCE LANGUAGE TO SHOW HOW ONE OF THE SOLUTIONS CAN BE IMPLEMENTED ON THE COMPUTER. (HW)

**ED 016 291** **EA 001 066**

*OKADA, TETSUO*

METHODS OF PROJECTING BIRTHS.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-36

PUB DATE 20 JAN 67

EDRS PRICE MF-$0.25 HC-$0.76 17P.

DESCRIPTORS *CENSUS FIGURES, *EXPECTANCY TABLES, *MODELS, *POPULATION TRENDS, AGE, BIBLIOGRAPHIES, DEMOGRAPHY, DISTRICT OF COLUMBIA, METHODS,

THIS NOTE DESCRIBES AND CRITICIZES THE VARIOUS METHODS CURRENTLY IN USE FOR PROJECTING BIRTHS--(1) COHORT-FERTILITY, (2) AGE-SPECIFIC, (3) COHORT-FERTILITY (SCRIPPS), AND (4) MARRIAGE-PARITY-PROGRESSION. VARIABLES USED IN THE VARIOUS METHODS ARE AGE OF MOTHER, COMPLETED FERTILITY, MARRIAGE STATUS, TIME SINCE MARRIAGE, PARITY, AND BIRTH INTERVAL. THE COHORT-FERTILITY METHOD EMPHASIZES THE ANALYSIS OF FERTILITY IN TERMS OF SUCCESSIVE GENERATIONS OF WOMEN AS THEY ACHIEVE CERTAIN AGE LEVELS DURING THEIR CHILDBEARING YEARS. THE AGE-SPECIFIC METHOD USES AGE OF WOMEN AS ITS ONLY VARIABLE. THE SCRIPPS COHORT-FERTILITY REFINES THE COHORT-FERTILITY METHOD BY CONSIDERING THE PROPORTION OF WOMEN MARRIED BY AGE GROUP. THE MARRIAGE-PARITY-PROGRESSION SEQUENTIALLY ESTIMATES MARRIAGES, FIRST BIRTHS, AND EACH SUBSEQUENT BIRTH BY A SCHEME OF ACTUARIALLY COMPUTED PROBABILITIES OF MARRYING AND OF BEARING CHILDREN OF EACH SUCCESSIVELY HIGHER ORDER. AN OVERVIEW IS GIVEN OF RECENT TRENDS IN BIRTH PROJECTION MODELING EFFORTS AND NEW APPROACHES TO THE PROBLEM OF PREDICTING FERTILITY. (HW)

**ED 016 292** **EA 001 068**

*WISLER, CARL E.*

METHODOLOGY FOR AN EDUCATIONAL ATTAINMENT MODEL.

NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)

REPORT NUMBER TN-46

PUB DATE 5 SEP 67

EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *METHODOLOGY, *MODELS, AGE GROUPS, CHARTS, DISTRICT OF COLUMBIA, STATISTICAL ANALYSIS,

THIS NOTE EXAMINES EDUCATIONAL ATTAINMENT AS A SOCIAL INDICATOR AND SUGGESTS A METHODOLOGY FOR DEALING WITH THE INHERENT PROBLEMS. THREE MEASURES OF EDUCATIONAL ATTAINMENT ARE CONSIDERED FOR THE MODEL--ACCUMULATED EDUCATIONAL ATTAINMENT (AEA), CURRENT EDUCATIONAL ATTAINMENT (CEA), AND AGGREGATE EDUCATIONAL CAPACITY. THE CEA MEASURE IS USED. THE MODEL RESTS ON THE ASSUMPTION THAT WHEN INDIVIDUALS ARE AGGREGATED, A FEW MAJOR FACTORS, WHICH MAY BE REGRADED FROM A NEGATIVE POINT OF VIEW AS BARRIERS TO EDUCATION, WILL EXPLAIN VARIATION IN ATTAINMENT. THESE FACTORS WILL VARY IN IMPORTANCE ACCORDING TO THE STAGES OF THE EDUCATIONAL SYSTEM, BUT THEY WILL ALL HAVE AN EVENTUAL EFFECT UPON THE CEA CURVE. CAUSAL INFERENCES AND A DYNAMIC STRUCTURE FOR EDUCATIONAL ATTAINMENT ARE ALSO DISCUSSED. (HW)

**ED 016 293** **24** **EA 001 070**

*HEISS, ANN M. AND OTHERS*

GRADUATE AND PROFESSIONAL EDUCATION, AN ANNOTATED BIBLIOGRAPHY.

CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED

REPORT NUMBER BR-5-0248

PUB DATE 67

CONTRACT OEC-6-10-106

EDRS PRICE MF-$0.75 HC-$5.32 131P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *GRADUATE STUDY, *PROFESSIONAL EDUCATION, ARCHITECTURE, BERKELEY, BUSINESS EDUCATION, DENTAL SCHOOLS, ENGINEERING

EDUCATION, LAW SCHOOLS, LIBRARY SCIENCE, MEDICAL SCHOOLS, NURSING, PSYCHOLOGY, RELIGIOUS EDUCATION, SOCIAL WORK, TEACHER EDUCATION,

THIS ANNOTATED BIBLIOGRAPHY CONTAINS REFERENCES TO GENERAL GRADUATE EDUCATION AND TO EDUCATION FOR THE FOLLOWING PROFESSIONAL FIELDS--ARCHITECTURE, BUSINESS, CLINICAL PSYCHOLOGY, DENTISTRY, ENGINEERING, LAW, LIBRARY SCIENCE, MEDICINE, NURSING, SOCIAL WORK, TEACHING, AND THEOLOGY. (HW)

**ED 016 294** 24 EA 001 075
*FAHEY, GEORGE L.*
**A MEASUREMENT OF COLLEGE INSTRUCTOR BEHAVIOR. SUMMARY.**
PITTSBURGH UNIV., PA.
REPORT NUMBER BR-6-8047
PUB DATE 15 MAR 67
CONTRACT OEC-6-10-355
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**

DESCRIPTORS *COLLEGE TEACHERS, *EFFECTIVE TEACHING, *MEASUREMENT TECHNIQUES, *TEACHER BEHAVIOR, *TEACHER CHARACTERISTICS, BEHAVIOR RATING SCALES, COLLEGE STUDENTS, HUMANITIES, LIBERAL ARTS, NATURAL SCIENCES, PITTSBURGH, SOCIAL SCIENCES, STATISTICAL ANALYSIS, STUDENT OPINION,

THE PROBLEM OF ACHIEVING DELINEATION OF COLLEGE TEACHING BEHAVIOR IS INVESTIGATED. THE STUDY HAS FOUR OBJECTIVES--(1) TESTING THE EFFECTIVENESS OF A SEMANTIC DIFFERENTIAL SCALE AS A MEANS OF DESCRIBING INSTRUCTOR BEHAVIORS AS OBSERVED BY STUDENTS, (2) TESTING THE EFFECTIVENESS OF CERTAIN SINGLE ADJECTIVES PURPORTED TO BE DESCRIPTIVE OF INSTRUCTOR BEHAVIORS, (3) UTILIZING OBTAINED RATINGS OF INSTRUCTORS TO DIFFERENTIATE BETWEEN STUDENTS' VIEWS OF INSTRUCTORS IN DIFFERENT MAJOR AREAS OF ACADEMICS, AND (4) RELATING OBTAINED DESCRIPTIONS OF INSTRUCTORS TO JUDGED EFFECTIVENESS. THIRTEEN SINGLE ADJECTIVES, 12 BIPOLAR PAIRS, AND ONE SINGLE ITEM GLOBAL JUDGMENT OF TEACHING EFFECTIVENESS COMPRISED A RATING SCALE WHICH WAS ADMINISTERED TO 4,916 UNDERGRADUATE STUDENTS IN THE CLASSES OF 116 LIBERAL ARTS INSTRUCTORS IN HUMANITIES, NATURAL SCIENCES, AND SOCIAL SCIENCES. FOUR MAJOR CONCLUSIONS WERE REACHED--(1) COLLEGE STUDENTS CONTINUE TO BE RELIABLE IN THEIR DESCRIPTIONS OF INSTRUCTORS, (2) ONLY THE ADJECTIVE "STIMULATING" RELATED HIGHLY TO THE GLOBAL JUDGMENT OF EFFECTIVENESS SO THAT FURTHER RESEARCH WITH ADJECTIVE LABELS FOR BEHAVIOR MAY BE FUTILE, (3) THE SEMANTIC DIFFERENTIAL SCALE CONTRIBUTED NOTHING TO THE DESCRIPTION OF INSTRUCTOR BEHAVIOR, AND (4) WIDE VARIANCE WAS EVIDENCED BETWEEN INDIVIDUAL INSTRUCTORS ON ALL THE SEPARATE ITEMS OF THE SCALE INCLUDING THE GLOBAL JUDGMENT OF EFFECTIVENESS. (HW)

**ED 016 295** 24 EA 001 076
*HOSSOM, H. KENNETH*
**INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND MEXICO. FINAL REPORT.**
EASTERN WASHINGTON STATE COLL., CHENEY
REPORT NUMBER CRP-S-135-65
REPORT NUMBER BR-5-8327
PUB DATE 30 MAR 67
CONTRACT OEC-6-10-032
**EDRS PRICE MF-$0.25 HC-$1.44 34P.**

DESCRIPTORS *COLLEGE INSTRUCTION, *CURRICULUM DEVELOPMENT, *EDUCATIONAL FACILITIES, *FOREIGN RELATIONS, *INSTRUCTIONAL IMPROVEMENT, CHENEY, COLLEGES, CURRICULUM, HYPOTHESIS TESTING, INTERSCHOOL COMMUNICATION, INTERVIEWS, LATIN AMERICAN CULTURE, LIBRARY FACILITIES, LITERATURE REVIEWS, MEXICO, QUESTIONNAIRES, STUDY ABROAD, TABLES (DATA), TEACHER QUALIFICATIONS, UNIVERSITIES, WESTERN UNITED STATES,

THE CONCERN OF THE UNITED STATES FOR ITS RELATIONS WITH LATIN AMERICA AND THE APPARENT LACK OF FACILITIES FOR INSTRUCTION IN THIS AREA AMONG THE MEDIUM AND SMALLER INSTITUTIONS OF HIGHER EDUCATION LED TO THIS STUDY OF INSTRUCTION IN INTER-AMERICAN RELATIONS. PRELIMINARY INVESTIGATION LED TO THREE HYPOTHESES--(1) LITTLE IS BEING OFFERED IN INTER-AMERICAN RELATIONS AT THE MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES, (2) INTEREST IN EXPANDING INSTRUCTION EXISTS, AND (3) UNRECOGNIZED INSTRUCTIONAL RESOURCES FOR EXPANDING INSTRUCTION EXIST. THE RESEARCH DESIGN FOR THE PROJECT WAS BASED ON A MAIL SURVEY OF ALL MEDIUM AND SMALLER STATE COLLEGES (UP TO 5,000 ENROLLMENT) IN THE WESTERN UNITED STATES AND ARBITRARILY SELECTED SMALLER MEXICAN STATE UNIVERSITIES. THREE DATA GATHERING TECHNIQUES WERE EMPLOYED--A SURVEY OF INSTITUTIONAL LITERATURE, MAILED QUESTIONNAIRES, AND PERSONAL INTERVIEWS. THE FOLLOWING CONCLUSIONS WERE REACHED--(1) HYPOTHESIS ONE PROVED SUBSTANTIALLY INCORRECT WITH REFERENCE TO THE UNITED STATES SCHOOLS EXAMINED AND CORRECT WITH REGARD TO THE MEXICAN SCHOOLS, EXCEPT FOR THOSE IN MEXICO CITY, (2) HYPOTHESIS TWO WAS SUPPORTED BY THE DATA GATHERED IN THE PROJECT QUESTIONNAIRES, IN SECONDARY SOURCES, AND THROUGH INTERVIEWS AND CORRESPONDENCE, AND (3) HYPOTHESIS THREE WAS PARTIALLY AFFIRMED AND DENIED BY THE DATA GATHERED. SUGGESTIONS ARE MADE FOR FURTHER STUDY IN THE AREA. (HW)

**ED 016 296** 24 EA 001 077
*MCMAHON, CLARA P.* *STRAUSS, SAMUEL*
**THE PUBLIC IMAGE OF EDUCATION IN MARYLAND. FINAL REPORT.**
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER BR-6-8326
PUB DATE AUG 67
CONTRACT OEC-2-6-068326-1721
**EDRS PRICE MF-$0.50 HC-$4.36 107P.**

DESCRIPTORS *COMMUNITY ATTITUDES, *COMMUNITY LEADERS, *PUBLIC OPINION, *PUBLIC SCHOOLS, *SCHOOL COMMUNITY RELATIONSHIP, BALTIMORE, EDUCATIONAL OBJECTIVES, EDUCATIONAL PROBLEMS, EDUCATIONAL QUALITY, EXPENDITURES, FINANCIAL SUPPORT, INSTRUCTIONAL IMPROVEMENT, MARYLAND, PUBLIC SUPPORT, QUESTIONNAIRES, SCHOOL ADMINISTRATION, SCHOOL FUNDS, TABLES (DATA),

QUESTIONNAIRE RESPONSES FROM 896 COMMUNITY LEADERS (55 PERCENT OF TOTAL SAMPLE OF 1,643), REPRESENTING 11 GROUPS CONCERNED WITH EDUCATION IN MARYLAND, WERE STATISTICALLY ANALYZED TO DETERMINE HOW COMMUNITY LEADERS VIEW THE PUBLIC SCHOOLS, WHAT THEY CONSIDER THE DESIRABLE GOALS AND MAJOR PROBLEMS OF THE SCHOOLS AND HOW WELL THEY ARE BEING MET, AND HOW THEY BELIEVE SCHOOLS CAN MEET FUTURE DEMANDS AND RISING COSTS. RESPONDENTS INCLUDED STATE LEGISLATORS, LOCAL POLITICAL OFFICIALS, BOARDS OF EDUCATION, SCHOOL SUPERINTENDENTS, CLASSROOM INSTRUCTORS, PTA PRESIDENTS, BUSINESSMEN, INDUSTRIALISTS, LABOR AND FARM LEADERS, WOMEN'S CLUB OFFICERS, AND COMMUNICATIONS MEDIA REPRESENTATIVES. THROUGH AN ANALYSIS OF RETURNS BY GROUPS, OCCUPATIONS, GEOGRAPHIC REGIONS, COMMUNITY ACTIVITIES AND INTERESTS, SCHOOL BACKGROUNDS, AND EVALUATIONS OF SCHOOL PERFORMANCE, THE STUDY CONCLUDED THAT COMMUNITY LEADERS ARE SYMPATHETICALLY INTERESTED IN THE PUBLIC SCHOOLS, SHOW HIGH AGREEMENT ON PARTICULAR ISSUES, AND PLACE HEAVY EMPHASIS ON INTELLECTUAL TRAINING, RAISING TEACHER STATUS, SMALLER CLASSES, INDIVIDUAL ATTENTION, BETTER COUNSELING, CHALLENGING STUDENTS TO MEET THEIR POTENTIALS, UPDATING VOCATIONAL TRAINING, IMPROVING SCHOOL COMMUNICATIONS, AND MORE STATE AID. TABULATED FINDINGS, INSTRUMENTS USED, AND MATERIAL COLLATERAL TO THE STUDY ARE APPENDED. (JK)

**ED 016 297** 24 EA 001 078
*APT, MADELINE HEIKES*
**A MEASUREMENT OF COLLEGE INSTRUCTOR BEHAVIOR.**
PITTSBURGH UNIV., PA.
REPORT NUMBER BR-6-8047
PUB DATE 66
CONTRACT OEC-6-10-355
**EDRS PRICE MF-$0.75 HC-$6.60 163P.**

DESCRIPTORS *COLLEGE TEACHERS, *EFFECTIVE TEACHING, *MEASUREMENT TECHNIQUES, *STUDENT OPINION, *TEACHER BEHAVIOR, BEHAVIOR RATING SCALES, EDUCATIONAL THEORIES, HUMANITIES, NATURAL SCIENCES, OSGOOD SEMANTIC DIFFERENTIAL, PITTSBURGH, SOCIAL SCIENCES, STATISTICAL ANALYSIS, TEACHER CHARACTERISTICS, TEACHING,

THIS STUDY TESTS THE HYPOTHESIS THAT COLLEGE INSTRUCTOR BEHAVIOR CAN BE IDENTIFIED AND MEASURED BY THE USE OF A GRAPHIC RATING SCALE WHEN THE RATER RESPONDS TO COMMON BIPOLAR ADJECTIVES. THE BEHAVIORS WILL YIELD, WHEN SUBJECTED TO FACTOR ANALYSIS, CLUSTERS OF TRAITS WHICH WOULD IDENTIFY SUBGROUPS OF COLLEGE INSTRUCTORS. STUDENT RATINGS OF COLLEGE INSTRUCTOR BEHAVIOR WERE OBTAINED THROUGH THE USE OF A SCALE COMPOSED OF 12 BIPOLAR ADJECTIVES FROM THE OSGOOD SEMANTIC DIFFERENTIAL, 13 SINGLE ADJECTIVES FROM OTHER RESEARCH STUDIES, AND AN OVERALL GLOBAL RATING OF INSTRUCTION. THE SCALE WAS ADMINISTERED TO UNDERGRADUATE LIBERAL ARTS CLASSES OF THE SAME INSTRUCTORS ON TWO OCCASIONS SEPARATED BY A TIME INTERVAL OF 15 WEEKS. THE TOTAL SAMPLE OF 7,060 STUDENTS RATED 104 INSTRUCTORS IN HUMANITIES, NATURAL SCIENCES, AND SOCIAL

SCIENCES AT THE UNIVERSITY OF PITTSBURGH. IT WAS CONCLUDED THAT STUDENTS DISTRIBUTED THEIR JUDGMENTS OF INSTRUCTORS IN A MARKEDLY RELIABLE MANNER, BUT THE VARIANCE OBSERVED DID NOT SIGNIFICANTLY DISCRIMINATE BETWEEN INSTRUCTORS ACCORDING TO ACADEMIC DIVISION NOR DID IT RELATE IN ANY APPRECIABLE DEGREE TO GLOBAL ESTIMATES OF EFFECTIVENESS. THE DISCRIMINATIONS EXPECTED WERE NOT WITHIN THE COMPETENCE OF THE OSGOOD SCALE OR OF THE SINGLE ADJECTIVES LISTED. THIS DOCUMENT IS ALSO AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN, (MICROFILM NUMBER 67-4558), FOR MF $3.00, HC $7.60. (HW)

**ED 016 298** 24 EA 001 079
*BAKER, FRANK B.*
**THE INTERNAL ORGANIZATION OF COMPUTER MODELS OF COGNITIVE BEHAVIOR.**
REPORT NUMBER BR-5-0216
PUB DATE MAR 67
CONTRACT OEC-5-10-154
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *BEHAVIOR, *COGNITIVE PROCESSES, *COMPUTER PROGRAMS, *ORGANIZATION, *PROGRAMERS, COMPUTERS, CONCEPT FORMATION, DATA ANALYSIS, INFORMATION RETRIEVAL, INFORMATION STORAGE, MADISON, MODELS, PROBLEM SOLVING,

IF COMPUTER PROGRAMS ARE TO SERVE AS USEFUL MODELS OF COGNITIVE BEHAVIOR, THEIR CREATORS MUST FACE THE NEED TO ESTABLISH AN INTERNAL ORGANIZATION FOR THEIR MODEL WHICH IMPLEMENTS THE HIGHER LEVEL COGNITIVE BEHAVIORS ASSOCIATED WITH THE HUMAN CAPACITY FOR SELF-DIRECTION, AUTOCRITICISM, AND ADAPTATION. PRESENT COMPUTER MODELS OF COGNITIVE BEHAVIOR HAVE EMBODIED THE ABOVE FUNCTIONS IN THE COMPUTER PROGRAMER RATHER THAN IN THE CAPABILITIES OF THE PROGRAM. THE CENTRAL FUNCTION SHOULD, HOWEVER, RESIDE IN A HIERARCHY OF CONTEXTER ROUTINES WHICH OPERATE PARALLEL TO AND CONTROL THE ROUTINES WHICH ACTUALLY PERFORM THE REQUISITE OPERATIONS. THE GREATEST PROBLEM IN THE DEVELOPMENT OF COMPUTER MODELS INVOLVING A CENTRAL FUNCTION IS THAT OF BEING ABLE TO DESCRIBE BEHAVIOR IN SUCH A WAY THAT THE CONTEXTER PROGRAMS CAN UTILIZE THIS DESCRIPTION IN PERFORMING THEIR FUNCTIONS AT ALL LEVELS WITHIN THE MODEL. ACCOMPLISHMENT OF THESE GOALS WOULD BE FACILITATED BY A MEMORY STRUCTURE WHICH ENABLES THE PROGRAM TO STORE AND RETRIEVE DATA UNDER ITS OWN CONTROL, AND BY A LANGUAGE WHICH SEPARATES THE MODEL OF COGNITIVE BEHAVIOR FROM THE MECHANCS OF THE UNDERLYING COMPUTER PROGRAMING LANGUAGE. THIS ARTICLE IS A REPRINT FROM "BEHAVIORAL SCIENCE," VOLUME 12, NUMBER 2, MARCH 1967. (HW)

**ED 016 299** 24 EA 001 096
*SORENSON, GARTH GROSS, CECILY F.*
**TEACHER APPRAISAL, A MATCHING PROCESS.**
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CSEIP-OR-4
REPORT NUMBER BR-6-1646
PUB DATE APR 67
CONTRACT OEC-4-6-061646-1909-1
**EDRS PRICE MF-$0.25 HC-$1.12 26P.**

DESCRIPTORS *EFFECTIVE TEACHING, *TEACHER CHARACTERISTICS, *TEACHER EVALUATION, *TEACHER ROLE, EDUCATIONAL OBJECTIVES, LITERATURE REVIEWS, LOS ANGELES, MODELS, STUDENT BEHAVIOR, STUDENT TEACHER RELATIONSHIP, TEACHING METHODS, TEACHING STYLES, VALUES,

THIS PAPER PRESENTS A FRAMEWORK FOR DESCRIBING, IN TERMS OF A MANAGEABLE NUMBER OF CATEGORIES, THE WIDE VARIETY OF DATA WHICH A SURVEY OF EXPERT OPINION SHOWED TO BE IMPORTANT TO TEACHER EVALUATORS. IT PROCEEDS FROM THE ASSUMPTIONS THAT A TEACHER MAY BE SAID TO BE "GOOD" ONLY WHEN HE SATISFIED SOMEONE'S EXPECTATIONS, THAT PEOPLE DIFFER IN WHAT THEY EXPECT FROM TEACHERS, AND THAT A SCHEME FOR EVALUATING TEACHERS AND FOR PREDICTING TEACHER EFFECTIVENESS MUST TAKE THOSE DIFFERENCES INTO ACCOUNT. THREE POSTULATED CATEGORIES OF EXPECTATIONS RELATING TO INSTRUCTIONAL VARIABLES ARE EMPLOYED--(1) THE KINDS OF INSTRUCTIONAL OBJECTIVES ENDORSED BY THE TEACHER, (2) THE KINDS OF METHODS OF INSTRUCTION HE EMPLOYS, AND (3) THE KINDS OF RELATIONS THE TEACHER MAINTAINS WITH HIS PUPILS. AN INSTRUMENT INTENDED TO TEST OUT THIS MODEL IS DESCRIBED, AND THE RESPONSES OF MEMBERS OF A NUMBER OF PROFESSIONAL GROUPS ARE REPORTED. THE FINDINGS SUPPORT THE CONCLUSION THAT THE SUBJECTS DO, IN FACT, DIFFER IN THEIR EDUCATIONAL BELIEFS ALONG THE DIMENSIONS BUILT INTO THE MODEL. THE EVIDENCE ALSO INDICATES THAT THERE IS A STRONG AFFECTIVE COMPONENT TO THESE BELIEFS AND THAT MANY PEOPLE WILL BECOME EITHER ANGRY OR ANXIOUS IF CONFRONTED WITH EVIDENCE THAT OTHERS WHOM THEY RESPECT SEE THE "GOOD TEACHER" DIFFERENTLY THAN THEY DO. (HW)

**ED 016 300** 24 EA 001 115
*GROSS, NEAL NAPIOR, DAVID A.*
**THE JOB AND CAREER SATISFACTION OF MEN SCHOOL PRINCIPALS. NATIONAL PRINCIPALSHIP STUDY SERIES, MONOGRAPH 5. FINAL REPORT.**
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-2536
REPORT NUMBER BR-5-1053
PUB DATE JUN 67
CONTRACT OEC-5-1053-2-12-1
**EDRS PRICE MF-$1.50 HC-$13.72 341P.**

DESCRIPTORS *ADMINISTRATOR CHARACTERISTICS, *CAREER CHOICE, *JOB SATISFACTION, *PRINCIPALS, *PSYCHOLOGICAL NEEDS, CAMBRIDGE, FACTOR ANALYSIS, INTERPERSONAL RELATIONSHIP, MALES, REWARDS, ROLE THEORY, TEACHER ADMINISTRATOR RELATIONSHIP,

FROM A NATIONAL CROSS-SECTION OF 382 MALE PRINCIPALS IN AMERICAN CITIES WITH A 1960-1961 POPULATION OF 50,000 OR OVER, INTERVIEW AND RELATED DATA WERE OBTAINED TO INVESTIGATE POSSIBLE DETERMINANTS OF IJS OR INTRINSIC JOB SATISFACTION (DEGREE OF GRATIFICATION DERIVED FROM PERFORMING MANAGERIAL TASKS) AND CS OR CAREER SATISFACTION (DEGREE OF GRATIFICATION DERIVED FROM HAVING CHOSEN EDUCATIONAL ADMINISTRATION AS A CAREER). EMPIRICAL FINDINGS OF THE IJS STUDY PROVIDED SUPPORT FOR 16 CORRELATIVE HYPOTHESES, BASED ON FOUR ASSUMPTIONS--(1) TWO MAJOR PREPOTENT PSYCHOLOGICAL NEEDS OF MANAGERIAL PERSONNEL ARE THE NEEDS FOR AUTONOMY AND FOR SELF-ACTUALIZATION, (2) IJS IS PRIMARILY A FUNCTION OF THE DEGREE TO WHICH MANAGERS ARE ABLE TO GRATIFY THESE NEEDS THROUGH THEIR ROLE PERFORMANCE, (3) ROLE PERFORMANCE CHARACTERIZED BY INDEPENDENCE OF ACTION, CREATIVITY, TASK ACCOMPLISHMENT, AND CONSISTENCY HAS SPECIAL IMPORTANCE FOR SATIATING THESE PSYCHOLOGICAL NEEDS, AND (4) FROM THESE ASSUMPTIONS IJS MAY BE REGARDED AS A FUNCTION OF CONDITIONS SERVING TO INCREASE OR DECREASE THE LIKELIHOOD THAT PRINCIPALS WILL EXHIBIT THESE KINDS OF ROLE PERFORMANCE. TWO CS HYPOTHESES RECEIVED EMPIRICAL SUPPORT, BASED ON THE ASSUMPTION THAT VARIATION IN CAREER SATISFACTION AMONG PRINCIPALS IS EXPLAINED BY THEIR DIFFERENTIAL GRATIFICATION WITH THE EXTRINSIC REWARDS OF THEIR POSITION. TWELVE CS HYPOTHESES RECEIVED EMPIRICAL SUPPORT, BASED ON THE ASSUMPTION THAT CAREER SATISFACTION IS EXPLAINED BY THE DIFFERENTIAL INTRINSIC REWARDS PRINCIPALS DERIVE FROM THEIR WORK. A RELATED DOCUMENT, EA 001 139, IS THE SIXTH PHASE OF THIS STUDY. (JK)

**ED 016 301** EA 001 126
*WERTS, CHARLES E.*
**THE STUDY OF COLLEGE ENVIRONMENTS USING PATH ANALYSIS.**
NATIONAL MERIT SCHOLARSHIP CORP., EVANSTON, ILL.
REPORT NUMBER NMSC-RR-VOL-3-NO-4-1967
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.80 43P.**

DESCRIPTORS *COLLEGE ENVIRONMENT, *CRITICAL PATH METHOD, *EDUCATIONAL OBJECTIVES, *GRADES (SCHOLASTIC), *MATHEMATICAL MODELS, ACADEMIC ABILITY, COLLEGE ADMISSION, COLLEGE FRESHMEN, EVANSTON, PARENTAL BACKGROUND, SELECTION, STATISTICAL ANALYSIS, TEST RESULTS,

THIS STUDY ATTEMPTS TO DEMONSTRATE THAT PATH ANALYSIS IS A VALUABLE TOOL FOR INTERPRETING CORRELATIONS IN A CAUSAL SENSE. PATH ANALYSIS IS APPLIED TO A NONEXPERIMENTAL, PANEL SURVEY IN AN EFFORT TO DETERMINE WHETHER THE MORE SELECTIVE OR LESS SELECTIVE COLLEGES HAD A DIFFERENTIAL IMPACT ON THE EDUCATIONAL PLANS OF THEIR STUDENTS. THE PROBLEM IS TO INTERPRET THREE CORRELATIONS--SELECTIVITY WITH CHANGES IN EDUCATIONAL PLANS, SELECTIVITY WITH COLLEGE GRADES, AND COLLEGE GRADES WITH CHANGES IN EDUCATIONAL PLANS. DATA FOR THE STUDY WERE OBTAINED FROM 127,125 ENTERING 1961 FRESHMEN IN 248 FOUR-YEAR COLLEGES AND UNIVERSITIES. THE GENERAL PROCEDURE WAS TO CONSTRUCT SIX EQUATIONS USING SEVEN VARIABLES--FATHER'S EDUCATION, NATIONAL MERIT SCHOLARSHIP TEST SCORE, HIGH SCHOOL GRADE AVERAGE, FRESHMAN EDUCATIONAL PLANS, SELECTIVITY OF COLLEGE ATTENDED, FRESHMAN YEAR COLLEGE GRADES, AND SOPHOMORE EDUCATIONAL PLANS. THE RESULTS SUGGEST THAT CHANGES IN EDUCATIONAL PLANS ARE A POSITIVE FUNCTION OF THE DEGREE TO WHICH A STUDENT'S ACADEMIC PERFORMANCE

DIFFERS FROM THAT PREDICTED FROM HIS BACKGROUND AND THE COLLEGE HE ATTENDS AND THAT THE DIRECT INFLUENCE OF COLLEGE SELECTIVITY ON EDUCATIONAL PLANS APPEARS TO BE SMALL OR NONEXISTENT. IT IS CONCLUDED THAT IT IS EXTREMELY DIFFICULT TO PUT THEORIES ABOUT COLLEGE ENVIRONMENTS INTO TESTABLE FORM. (HW)

**ED 016 302** EA 001 128
*HAMBLEN, JOHN W.*
**COMPUTERS IN HIGHER EDUCATION--EXPENDITURES, SOURCES OF FUNDS, AND UTILIZATION FOR RESEARCH AND INSTRUCTION 1964-65, WITH PROJECTIONS FOR 1968-69. A REPORT ON A SURVEY.**
SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.
PUB DATE AUG 67
**EDRS PRICE MF-$1.25 HC-$13.20 328P.**
DESCRIPTORS *COMPUTER EDUCATION, *COMPUTER SCIENCE, *COMPUTERS, *EDUCATIONAL PROGRAMS, *HIGHER EDUCATION, ATLANTA, BACHELORS DEGREES, DOCTORAL DEGREES, EDUCATIONAL RESEARCH, EXPENDITURES, FINANCIAL SUPPORT, INSTRUCTION, MASTERS DEGREES, POST SECONDARY EDUCATION, PREDICTION, STATISTICAL ANALYSIS, SURVEYS, TABLES (DATA),

THIS SURVEY RELATES ESTIMATES ON (1) AMOUNT AND SOURCE OF COLLEGE AND UNIVERSITY EXPENDITURES FOR COMPUTERS IN RESEARCH AND INSTRUCTIONAL ACTIVITIES, (2) AVAILABILITY OF COMPUTERS AND DISTRIBUTION OF RESEARCH AND INSTRUCTIONAL USAGE IN GRADUATE AND UNDERGRADUATE ACADEMIC AREAS, AND (3) DEGREE PROGRAMS OFFERED IN COMPUTER SCIENCE. A STRATIFIED RANDOM SAMPLE OF APPROXIMATELY 700 OF THE 2,200 INSTITUTIONS OF HIGHER EDUCATION WAS EMPLOYED TO OBTAIN ESTIMATES FOR THE ENTIRE POPULATION. RECOMMENDATIONS ARE MADE FOR FURTHER STUDY. (HW)

**ED 016 303** EA 001 130
*WATSON, CICELY, ED.*
**EDUCATIONAL PLANNING. PAPERS OF THE INVITATIONAL CONFERENCE (TORONTO, CANADA, MARCH 20-22, 1967).**
ONTARIO DEPT. OF EDUCATION, TORONTO
ONTARIO INST. FOR STUDIES IN EDUC., TORONTO
PUB DATE JUN 67
**EDRS PRICE MF-$0.50 HC-$2.92 71P.**
DESCRIPTORS *ECONOMIC DEVELOPMENT, *EDUCATIONAL PLANNING, *INTERNATIONAL PROGRAMS, *ORGANIZATION, *SCIENTIFIC CONCEPTS, CANADA, DATA COLLECTION, DECISION MAKING, ECONOMIC FACTORS, EDUCATIONAL FINANCE, FEDERAL PROGRAMS, MANPOWER DEVELOPMENT, PERSONNEL, PREDICTION, PROFESSIONAL TRAINING, PROGRAM BUDGETING, SOCIAL CHANGE, TORONTO, WESTERN EUROPE,

THIS BOOK COMPRISES THE MAJOR PAPERS DELIVERED AT A CONFERENCE ON MARCH 20-22, 1967, SPONSORED BY THE POLICY AND DEVELOPMENT COUNCIL, AN ADVISORY UNIT OF THE DEPARTMENT OF EDUCATION IN ONTARIO. THE CONFERENCE WAS ATTENDED BY REPRESENTATIVE PERSONS FROM DEPARTMENTS OF GOVERNMENT, UNIVERSITIES, AND MAJOR SCHOOL SYSTEMS ACROSS CANADA. THE CONFERENCE HAD TWO OBJECTIVES--(1) TO GATHER PLANNERS AND STUDENTS OF PLANNING TO DISCUSS THE STATE OF THE ART, ITS TECHNICAL PROBLEMS, AND ITS FUTURE, AND (2) TO EXPLAIN TO CANADIAN EDUCATORS WHAT IS MEANT BY "PLANNING." FOUR OF THE PAPERS DEALT WITH NATIONAL OR INTERNATIONAL EXPERIENCE AND EMPHASIZED ONE PARTICULAR ASPECT OF PLANNING EXPERIENCE--THE ORGANIZATIONAL PROBLEMS, THE COMPLICATIONS OF A FEDERAL SYSTEM, OR THE DATA PROBLEMS. FOUR PAPERS WERE TECHNICAL, DEALING WITH ECONOMIC ASPECTS OF PLANNING AND WITH SOCIAL GOALS. SCHEMES FOR TRAINING PLANNERS WERE THE SUBJECT OF TWO PAPERS. (HW)

**ED 016 304** 72 EA 001 135
*EISENSTADT, S.N.* *ADLER, C.*
**A PROPOSAL FOR A MASTER PLAN FOR RESEARCH OF THE SOCIOLOGICAL ASPECTS OF EDUCATION IN ISRAEL.**
HEBREW UNIV., JERUSALEM (ISRAEL)
REPORT NUMBER BR-5-1408
CONTRACT OEC-5-21-004
**EDRS PRICE MF-$0.25 HC-$0.84 19P.**
DESCRIPTORS *DEMOGRAPHY, *EDUCATIONAL RESEARCH, *MASTER PLANS, *SOCIAL FACTORS, *TECHNOLOGICAL ADVANCEMENT, ACADEMIC ACHIEVEMENT, CULTURALLY DISADVANTAGED, ECONOMIC STATUS, EDUCATIONAL ADMINISTRATION, EDUCATIONAL OBJECTIVES, GIFTED, HIGHER EDUCATION, IMMIGRANTS, ISRAEL, JERUSALEM, SCHOOL SYSTEMS, SECONDARY EDUCATION, SOCIOECONOMIC INFLUENCES, YOUTH PROGRAMS,

TWO MAJOR CHARACTERISTICS OF THE DEVELOPMENT PATTERNS OF ISRAEL'S SOCIAL STRUCTURE SINCE THE THIRTIES (SOCIO-DEMOGRAPHIC CHANGES, ESPECIALLY JEWISH IMMIGRATION FROM DEVELOPING COUNTRIES, AND A RAPID TRANSITION TO A TECHNOLOGICALLY BASED SOCIETY) HAVE NECESSITATED THE DEVELOPMENT OF A MASTER PLAN FOR EDUCATIONAL RESEARCH. THE RESEARCH PLAN INCLUDES THE FOLLOWING STUDIES--(1) AN EXAMINATION OF THE EXISTING MECHANISMS OF SOCIAL SELECTION THROUGH EDUCATION, ESPECIALLY AT THE POST-PRIMARY LEVEL, (2) INVESTIGATION OF THE ADJUSTMENT PROCESS OF EDUCATIONAL ADMINISTRATION, (3) STUDIES OF THE CAUSES OF DIFFERENTIAL SCHOLASTIC ACHIEVEMENT CONNECTED WITH MEMBERSHIP IN COMMUNAL AND DURATION-OF-RESIDENCE GROUPS AND EXAMINATION OF STEPS TAKEN BY THE AUTHORITIES TO REDUCE DISPARITY IN ACHIEVEMENT, (4) AN INVESTIGATION OF THE FUNCTION OF EDUCATION IN THE PROCESS OF MODERNIZATION OF GROUPS WHICH HAVE NOT YET UNDERGONE SOCIAL AND/OR CULTURAL TRANSFORMATION USUALLY ASSOCIATED WITH WESTERN EDUCATION, (5) AN EXAMINATION OF THE EFFECTS OF CHANNELING GROWING NUMBERS OF ORIENTAL PUPILS TO SECONDARY AND HIGHER EDUCATION, (6) STUDIES OF METHODS USED IN SELECTING GIFTED PUPILS AND IN EVALUATING ACHIEVEMENT, (7) STUDIES OF YOUTH CULTURES, AND (8) BROADER COMPARATIVE IMPLICATIONS OF THE ANALYSIS OF EDUCATION IN PROCESSES OF SOCIAL AND CULTURAL TRANSFORMATION. (HW)

**ED 016 305** 24 EA 001 139
*GROSS, NEAL AND OTHERS*
**THE LEVEL OF OCCUPATIONAL ASPIRATION OF MEN SCHOOL PRINCIPALS. NATIONAL PRINCIPALSHIP STUDY SERIES, MONOGRAPH 6. FINAL REPORT.**
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-2536
REPORT NUMBER BR-5-1053
PUB DATE AUG 67
CONTRACT OEC-5-1053-2-12-1
**EDRS PRICE MF-$1.00 HC-$9.20 228P.**
DESCRIPTORS *ASPIRATION, *CAREER CHOICE, *CAREER OPPORTUNITIES, *JOB SATISFACTION, *PRINCIPALS, CAMBRIDGE, MALES, ORGANIZATIONAL CLIMATE, PARENT PARTICIPATION, QUESTIONNAIRES, ROLE PERCEPTION, SELF EVALUATION, SOCIAL MOBILITY, SOCIOECONOMIC STATUS, STATISTICAL ANALYSIS,

A SIXTH AND FINAL PHASE OF A NATIONAL PRINCIPALSHIP STUDY, BASED ON DATA OBTAINED FROM 382 MALE PRINCIPALS IN 41 LARGE CITY SCHOOL SYSTEMS, WAS DESIGNED TO EVALUATE THE LEVEL OF OCCUPATIONAL ASPIRATION (LOA) OF MALE SCHOOL PRINCIPALS, DEFINED AS THEIR DESIRE TO ATTAIN HIGHER LEVEL ADMINISTRATIVE POSITIONS IN SCHOOL SYSTEMS. THE STUDY AIMED PRIMARILY TO ISOLATE SOCIAL AND PSYCHOLOGICAL CONDITIONS SERVING AS DETERMINANTS OF LOA AND TO EXAMINE THE EFFECTS OF LOA ON THE ROLE PERFORMANCE OF EDUCATIONAL ADMINISTRATORS AND THE FUNCTIONING OF THEIR SCHOOLS. TWENTY-TWO FINDINGS SUMMARIZE THE EXTENT TO WHICH STATISTICAL ANALYSIS REVEALED FIVE CATEGORIES OF VARIABLES AS DETERMINANTS OF LOA--(1) SOCIAL IDENTITIES (AGE, RACE, RELIGION, SOCIOECONOMIC BACKGROUND, HIGHEST ACADEMIC DEGREE, SCHOOL LEVEL), (2) CAREER DECISIONS AND EXPERIENCES, (3) JOB SATISFACTION, (4) SELF-CONCEPTIONS AND VALUE ORIENTATIONS, AND (5) ROLE AND ORGANIZATIONAL PERFORMANCE. LOA WAS NOT SIGNIFICANTLY RELATED TO ROLE PERFORMANCE OF PRINCIPALS OR TO ORGANIZATIONAL FUNCTIONING OF SCHOOLS. SIX FINDINGS SUMMARIZE THE EXTENT TO WHICH PRINCIPALS DESIRE ASSIGNMENT TO VARIOUS HIGHER ADMINISTRATIVE POSTS. EA 001 115 IS THE FIFTH DOCUMENT IN THIS SERIES. (JK)

**ED 016 306** EA 001 144
*MCGRATH, EARL J.*
**THE PRESIDENT AS AN INNOVATOR.**
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ADMINISTRATOR ROLE, *CHANGE AGENTS, *COLLEGES, *EDUCATIONAL INNOVATION, *PRESIDENTS, ADMINISTRATOR RESPONSIBILITY, COLLEGE ADMINISTRATION, EDUCATIONAL CHANGE, HIGHER EDUCATION, MONEY MANAGEMENT, ORGANIZATIONAL CHANGE, SCHOOL SIZE, STUDENT ATTITUDES, TEACHER ROLE,

THIS PAPER RECORDS THE EXPERIENCE OF SOME EDUCATIONAL ADMINISTRATORS, REVIEWS THEIR OBSERVATIONS ON THEIR OWN EXPERIENCES, AND DISCUSSES THE RESPONSIBILITY OF THE COLLEGE PRESIDENT FOR INNOVATION. THE TIME OF THE COLLEGE PRESIDENT AS AN EDUCATIONAL INNOVATOR HAS PASSED AS A RESULT OF THREE MAJOR FACTORS DIFFERENTIATING PRESENT ACADEMIC CONDITIONS FROM THOSE OF THE NINETEENTH CENTURY--(1) EXPANSION IN THE SIZE OF ACADEMIC INSTITUTIONS, (2) CHANGE IN STRUCTURE AND THE NEW POLITICAL ORGANIZATIONS IN THE WORLD OF LEARNING,

AND (3) GROWTH OF ACADEMIC DEMOCRACY THROUGH WHICH FACULTY MEMBERS PLAY A FAR MORE IMPORTANT ROLE IN ACADEMIC GOVERNMENT THAN THEY ONCE DID. DESPITE THESE FACTORS, THERE IS NO LESSENING OF THE NEED FOR THE PRESIDENT TO BE A FORCE FOR INNOVATION. THE PRESIDENT'S ROLE AS AN INNOVATOR IS DISCUSSED AS ANALAGOUS TO THAT OF AN AGRICULTURALIST--(1) HE MUST PREPARE THE GROUND FOR RECEPTIVITY OF IDEAS AND SECURE FUNDS, (2) HE MUST PLANT THE SEEDS OF INNOVATION, AND (3) HE MUST TURN TO OTHER SOURCES OF INSPIRATION, BOTH TEACHERS AND STUDENTS, WITHIN THE COLLEGE WHEN HE EXHAUSTS HIS OWN IMAGINATION ABOUT NEEDED REFORM. THE COMPLETE DOCUMENT, OF WHICH THIS IS ONE ESSAY, "SELECTED ISSUES IN COLLEGE ADMINISTRATION," IS AVAILABLE FROM THE INSTITUTE OF HIGHER EDUCATION, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, NEW YORK, N.Y. 10027. (HW)

**ED 016 307** **EA 001 170**
*FRIEDMAN, BURTON DEAN AND OTHERS*
**PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART I, ANALYSIS AND PROPOSALS. INTERIM REPORT ON A COLLABORATIVE PROJECT "TENTATIVE GUIDES FOR A STATE EDUCATION AGENCY FISCAL, PERSONNEL, AND PROGRAM INFORMATION SYSTEM."**
MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE
PUB DATE 66
EDRS PRICE MF-$0.50 HC-$4.60 113P.
DESCRIPTORS *ACCOUNTING, *EDUCATIONAL FINANCE, *INFORMATION STORAGE, *INFORMATION SYSTEMS, *STATE DEPARTMENTS OF EDUCATION, BALTIMORE, BUDGETS, CHARTS, COST EFFECTIVENESS, COSTS, EXPENDITURES, INCOME, MANAGEMENT, PERSONNEL DATA, PROGRAM COORDINATION,
THIS DOCUMENT IS THE RESULT OF A PROJECT TO CONCEIVE AND ESTABLISH AN INFORMATION SYSTEM FOR FINANCIAL, PERSONNEL, AND PROGRAM ACCOUNTING OF STATE EDUCATION AGENCIES' TOTAL INTERNAL OPERATION. SUCH SYSTEMS ARE DEEMED NECESSARY NOW THAT THE AGENCIES' OPERATIONS ARE STRONGLY AFFECTED BY FEDERAL PROGRAMS AND FUNDS AND ARE THUS A MATTER OF NATIONWIDE INTEREST. THIS STUDY SHOULD FACILITATE DEVELOPMENT OF A BENCH MARK OR BASE FOR A NATIONWIDE DATA EXCHANGE SYSTEM. THE PROBLEM IS TO DEVISE A MEANS (1) TO DIFFERENTIATE AMONG THE VARIOUS SUBSTANTIVE THINGS THAT A STATE EDUCATION AGENCY DOES, (2) TO DETERMINE THE VALUE OF THE AGENCY'S INVESTMENT IN EACH SUBSTANTIVE THING IT DOES, AND (3) TO REPORT THESE MATTERS IN CONCISE, WELL-ORDERED, AND UNAMBIGUOUS FASHION. A RELATED PROBLEM IS THE DEVELOPMENT OF A MEANS WHEREBY THE INFORMATION THUS GENERATED BY EACH STATE EDUCATION AGENCY CAN BE EXPRESSED IN A LANGUAGE AND FORMAT THAT MAY BE UTILIZED IN COMMON BY ALL STATE EDUCATION AGENCIES. RECOMMENDATIONS INCLUDE--(1) RESPONSIBILITY-ORIENTED ASPECTS OF MANAGEMENT SYSTEMS DESIGNED TO ISOLATE DATA PERTINENT TO EACH ORGANIZATIONAL UNIT, (2) PROGRAM-ORIENTED ASPECTS OF THE SYSTEMS COMPLEX DESIGNED TO ISOLATE DATA PERTINENT TO EACH COMPONENT OF THE PROGRAM, AND (3) THE CLASSIFICATION OF ALL COST CENTERS IN TERMS OF A SERIES OF DESCRIPTIVE MEASURES. PART II OF THIS REPORT IS AVAILABLE AS EA 001 171. (HW)

**ED 016 308** **EA 001 171**
*FRIEDMAN, BURTON DEAN AND OTHERS*
**PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART II, MANUAL OF ACCOUNTING AND RELATED FINANCIAL PROCEDURES.**
PUBLIC ADMINISTRATION SERVICE, CHICAGO, ILL.
PUB DATE 66
EDRS PRICE MF-$0.50 HC-$4.60 113P.
DESCRIPTORS *ACCOUNTING, *BUDGETS, *EDUCATIONAL FINANCE, *MANUALS, *STATE DEPARTMENTS OF EDUCATION, BALTIMORE, EXPENDITURES, RECORDS (FORMS), RESOURCE ALLOCATIONS,
THIS DOCUMENT IS THE SECOND PART OF A REPORT, PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART 1, EA 001 170, SUBTITLED "ANALYSIS AND PROPOSALS," CONTAINS AN OUTLINE OF THE NEED FOR A MANAGEMENT SYSTEMS COMPLEX WITHIN EACH STATE EDUCATION AGENCY. THIS DOCUMENT IS A MANUAL PRESENTING THE PROPOSED ACCOUNTING SYSTEM UNDER 12 OPERATIONAL HEADINGS--(1) THE PURPOSE, USE, AND CONTROL OF THE MANUAL OF ACCOUNTING AND PROCEDURES, (2) THE PURPOSE AND GENERAL NATURE OF THE ACCOUNTING SYSTEM, (3) THE ORGANIZATION FOR FINANCIAL ADMINISTRATION, (4) THE BUDGET PLAN, (5) THE NATURE AND RELATIONSHIP OF GENERAL LEDGER ACCOUNTS, (6) ACCOUNTING RECORDS AND REPORTS, (7) THE EFFECT OF VARIOUS ACCOUNTING TRANSACTIONS UPON THE SYSTEM, (8) ACCOUNTING FOR APPROPRIATIONS AND ALLOCATIONS, (9) ACCOUNTING FOR REQUISITION, ENCUMBRANCES, AND EXPENDITURES, (10) ACCOUNTING FOR OTHER TRANSACTIONS--VOUCHERS PAYABLE, PAYROLLS, RESTRICTED RECEIPTS, AND PRIOR-YEAR ENCUMBRANCES, (11) POSTING TO THE GENERAL AND SUBSIDIARY LEDGERS, AND (12) CLOSING PROCEDURES. (HW)

**ED 016 309** **EA 001 190**
*HENLE, R.J.*
**SYSTEMS FOR MEASURING AND REPORTING THE RESOURCES AND ACTIVITIES OF COLLEGES AND UNIVERSITIES.**
NATIONAL SCIENCE FOUNDATION, WASHINGTON, D.C.
REPORT NUMBER NSF-67-15
PUB DATE JUL 67
EDRS PRICE MF-$1.75 HC-$18.24 454P.
DESCRIPTORS *COLLEGES, *INFORMATION DISSEMINATION, *INFORMATION SYSTEMS, *MEASUREMENT TECHNIQUES, *UNIVERSITIES, BUDGETING, COSTS, DATA COLLECTION, DISTRICT OF COLUMBIA, EDUCATIONAL PHILOSOPHY, EDUCATIONAL RESOURCES, FACILITY INVENTORY, FEDERAL AID, INFORMATION STORAGE, PERSONNEL DATA, PROFESSIONAL PERSONNEL, SALARIES, SCHOOL ACTIVITIES, STUDENT RECORDS,
THIS STUDY WAS DESIGNED TO DEVISE AND TEST SYSTEMS OF MEASURING AND REPORTING ACTIVITIES IN COLLEGES AND UNIVERSITIES SO THAT SUCH INSTITUTIONS COULD MAINTAIN RECORDS ADEQUATE BOTH FOR THEIR OWN PURPOSES AND FOR REPORTING TO INTERESTED AGENCIES. DATA CONCERNING MANPOWER, STUDENTS, FACILITIES, AND FINANCES COVER ALL FIELDS OF UNIVERSITY ACTIVITY AND ALL MAJOR COMPONENTS OF THE UNIVERSITY. THE EIGHT INSTITUTIONS STUDIED WERE SELECTED FOR THEIR GEOGRAPHICAL DISTRIBUTION, DIVERSITY OF SIZE AND TYPE, AND RANGE OF ACADEMIC PROGRAMS. FIVE GENERAL IMPLICATIONS OF THE STUDY ARE NOTED--(1) COMPREHENSIVE ATTACK ON ADMINISTRATIVE PROBLEMS OF HIGHER EDUCATION WARRANTS FURTHER APPLICATION, (2) INSTITUTIONS SHOULD FORMULATE THEIR EDUCATIONAL OBJECTIVES AND ANALYZE THEIR OPERATIONS IN THE LIGHT OF THESE OBJECTIVES, (3) THE GUIDELINES EXPRESSED IN THIS REPORT MAY MAKE POSSIBLE THE ESTABLISHMENT OF A BODY OF EVIDENCE FOR EVALUATION OF EDUCATIONAL EFFECTIVENESS OVER A LONG PERIOD OF TIME, (4) FORMAL ANALYTICAL STUDY OF UNIVERSITY STRUCTURE FROM THE STANDPOINT OF DATA COMMUNICATION IS NEEDED, AND (5) ANY PHILOSOPHY OF THE MODERN UNIVERSITY MUST BE INFUSED WITH SUCH WISDOM AS IS WITHIN THE CAPABILITY OF MAN, AND PRACTICAL PROCEDURES MUST BE FOUND TO ASSIST ITS REALIZATION. THIS DOCUMENT IS ALSO AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $2.00. (HW)

**ED 016 310** **EC 000 054**
**CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF (36TH, RIVERSIDE, CALIFORNIA, APRIL 12-17, 1964).**
AMERICAN SCHOOL FOR THE DEAF., WEST HARTFORD, CONN
PUB DATE 64
EDRS PRICE MF-$1.00 HC-$10.24 254P.
DESCRIPTORS *ADULT EDUCATION, *AURALLY HANDICAPPED, *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *SCHOOL ADMINISTRATION, CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, CONFERENCE REPORTS, COUNSELOR TRAINING, DEAF, GALLAUDET COLLEGE, HIGHER EDUCATION, LEADERSHIP TRAINING, MULTIPLY HANDICAPPED, NATIONAL ORGANIZATIONS, RESIDENTIAL SCHOOLS, RIVERSIDE JUNIOR COLLEGE, SOCIAL DEVELOPMENT, SUMMER PROGRAMS, TEACHER EDUCATION, VOCATIONAL EDUCATION,
PROCEEDINGS FROM THE THIRTY-SIXTH MEETING OF THE CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF, APRIL 12-17, 1964, INCLUDE PAPERS ON ADULT AND HIGHER EDUCATION, TEACHER, COUNSELOR, AND LEADERSHIP TRAINING, RESIDENTIAL SCHOOLS, SCHOOL ADMINISTRATION, SUMMER PROGRAMS, SOCIAL DEVELOPMENT, VOCATIONAL EDUCATION, SPECIAL EDUCATION, AND THE MULTIPLY HANDICAPPED DEAF. OFFICER REPORTS AND MINUTES OF COMMITTEE MEETINGS ARE INCLUDED. ADDITIONAL ITEMS INCLUDE THE MEETING PROGRAM AND THE CONSTITUTION OF THE ORGANIZATION. THIS DOCUMENT IS AVAILABLE FROM GALLAUDET COLLEGE, WASHINGTON, D.C. FOR $5.00. (EB)

**ED 016 311** **EC 000 110**
**SPECIAL EDUCATION COURSES OF STUDY. COURSE OF STUDY, GRADES 9 THROUGH 11, FOR SPECIAL EDUCATION.**
PHOENIX UNION HIGH SCHOOL SYSTEM, ARIZ.
PUB DATE SEP 66
EDRS PRICE MF-$0.75 HC-$5.52 136P.

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, AMERICAN GOVERNMENT (COURSE), AMERICAN HISTORY, COMMUNITY RESOURCES, CURRICULUM GUIDES, ECONOMICS, EDUCABLE MENTALLY HANDICAPPED, ENGLISH, GRADE 10, GRADE 11, GRADE 9, HOME ECONOMICS, INSTRUCTIONAL MATERIALS, MATHEMATICS, PHOENIX, SCIENCES, SECONDARY GRADES, SHOP CURRICULUM, SOCIAL STUDIES,

THIS GUIDE FOR GRADES 9 TO 11 WAS DEVELOPED FROM MANY SOURCES BUT WITH MAJOR CONTRIBUTIONS FROM TEACHERS WHO USE IT IN A SPECIAL EDUCATION PROGRAM TO PARTIALLY MEET DIPLOMA REQUIREMENTS. UNITS ARE IN ENGLISH, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AMERICAN HISTORY AND GOVERNMENT, ECONOMICS, HOME ECONOMICS, FOOD SERVICE, AND SHOP. EACH COURSE PLAN LISTS OBJECTIVES, A STATEMENT OF PURPOSE, PRINCIPLES AND CONCEPTS, ACTIVITIES AND EXPERIENCES, AND INSTRUCTIONAL MATERIALS. COMMUNITY RESOURCES ARE ALSO INCLUDED. (DF)

**ED 016 312** EC 000 143
*KARNES, MERLE BURKRIDGE, HESTER*
**AN EVALUATION STUDY WITH RECOMMENDATIONS.**
BREVARD COUNTY BD. OF PUB.INSTRUC., TITUSVILLE,FLA
PUB DATE APR 66
**EDRS PRICE MF-$0.50 HC-$3.88** 95P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EXCEPTIONAL CHILD EDUCATION, *PROGRAM PLANNING, AURALLY HANDICAPPED, CHILDREN, COMMUNITY RESOURCES, COUNTY SCHOOL SYSTEMS, DEAF, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, GIFTED, HANDICAPPED CHILDREN, HARD OF HEARING, MENTALLY HANDICAPPED, PHYSICALLY HANDICAPPED, PROGRAM ADMINISTRATION, PROGRAM EVALUATION, SCHOOL COMMUNITY RELATIONSHIP, SOCIALLY MALADJUSTED, SPEECH HANDICAPPED, SPEECH THERAPY, TRAINABLE MENTALLY HANDICAPPED, VISUALLY HANDICAPPED, VOCATIONAL EDUCATION,

EVERY PUBLIC SCHOOL WITH SPECIAL EDUCATION CLASSES IN THE COUNTY SYSTEM WAS VISITED BY SPECIALIST CONSULTANTS DURING A 2-WEEK PERIOD. PAROCHIAL AND PRIVATE SCHOOLS WERE ALSO CONTACTED. THE SURVEY WAS CONCERNED WITH PROVISIONS AND SERVICES FOR THE TRAINABLE RETARDED, THE EDUCABLE RETARDED, THE PHYSICALLY HANDICAPPED, THE DEAF AND HARD OF HEARING, THE SOCIALLY AND EMOTIONALLY MALADJUSTED, THE VISUALLY HANDICAPPED, THE GIFTED, SPEECH THERAPY, THE CHILD WITH LEARNING DISABILITIES, PREVOCATIONAL TRAINING, AND SCHOOL WORK. THE COMMUNITY-SCHOOL RELATIONSHIP WAS ALSO ANALYZED. RECOMMENDATIONS ACCOMPANY THE DISCUSSION OF EACH PROGRAM. AN APPENDIX OF ADMINISTRATIVE PLANS IS INCLUDED. (CG)

**ED 016 313** EC 000 153
*MURRAY, LOIS T. AND OTHERS*
**OPPORTUNITY CLASS PROCEDURES. PLANNING, GROUPING, SCHEDULING, ORGANIZING.**
BALTIMORE CITY PUBLIC SCHOOLS, MD.
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.88** 45P.

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *TEACHING METHODS, BALTIMORE, CENTERS OF INTEREST, CURRICULUM GUIDES, EDUCABLE MENTALLY HANDICAPPED, LESSON PLANS, MANUALS, SCHEDULING, TESTING, TRAINABLE MENTALLY HANDICAPPED,

DESIGNED TO HELP TEACHERS OF OPPORTUNITY CLASSES ORGANIZE THE CLASS AND PLAN FOR DAILY ACTIVITIES, THIS GUIDE INCLUDES DIRECTIONS FOR SETTING UP A SCHEDULE, PREPARING THE PLAN BOOK, AND DEVELOPING CLASSROOM PROCEDURES. CHARACTERISTICS OF TRAINABLE MENTALLY HANDICAPPED AND EDUCABLE MENTALLY HANDICAPPED PUPILS AND A DISCUSSION OF THE IDENTIFICATION AND PLACEMENT OF THESE CHILDREN ARE INCLUDED. THE LEARNING EXPERIENCES RECOMMENDED IN THE GUIDE ARE BASED ON REAL LIFE SITUATIONS, AND SKILLS ARE TAUGHT IN A SETTING WITHIN THE CHILD'S EXPERIENCE. EMPHASIS IS ON DEVELOPMENT OF PERSONALITY, DEVELOPMENT OF BASIC SKILLS IN LANGUAGE ARTS AND ARITHMETIC, AND DEVELOPMENT OF RUDIMENTARY CONCEPTS WHICH WILL EVENTUALLY HELP THE CHILD BECOME A SELF-SUPPORTING ADULT. THE IQ, MENTAL AGE, AND MENTAL GRADE AND THEIR IMPLICATIONS FOR TEACHING ARE DISCUSSED. THE IMPORTANCE OF RECORDS SUCH AS CUMULATIVE RECORDS, STANDARDIZED TEST SCORES, INVENTORY TEST SCORES, AND TEACHER REPORTS ARE STRESSED. (JZ)

**ED 016 314** EC 000 173
*PAINTER, GENEVIEVE*
**PSYCHOLOGICAL ANALYSIS OF CAMP ACTIVITIES IN SELECTED KENNEDY FOUNDATION SPONSORED CAMPS FOR THE MENTALLY RETARDED.**
ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN
PUB DATE 65
**EDRS PRICE MF-$0.25 HC-$1.92** 46P.

DESCRIPTORS *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *RECREATION, ADULTS, CAMPING, CHILDREN, DAY CAMP PROGRAMS, EDUCABLE MENTALLY HANDICAPPED, KENNEDY FOUNDATION, MODELS, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, PROGRAM IMPROVEMENT, PSYCHOLINGUISTICS, RECREATIONAL ACTIVITIES, RECREATIONAL PROGRAMS, SUMMER PROGRAMS, TRAINABLE MENTALLY HANDICAPPED,

RECREATIONAL ACTIVITIES OBSERVED AT SIX SUMMER DAY CAMPS (REPRESENTATIVE OF 26 SUCH CAMPS SPONSORED BY THE KENNEDY FOUNDATION) ARE REPORTED. EACH CAMP WAS VISITED AND THE FIRST 25 ACTIVITIES PRESENTED WERE ANALYZED BY ONE OF TWO THEORETICAL MODELS. THE MODEL FOR MEANINGFUL (COGNITIVE) ACTIVITIES WAS USED TO RATE ACTIVITIES IN TERMS OF INTERPRETATIVE INPUT (AUDITORY, VISUAL, HAPTIC), MEANINGFUL INTERGRATION AUDITORY-VOCAL, AUDITORY-MOTOR, VISUAL-VOCAL, VISUAL-MOTOR, HAPTIC-VISUAL, HAPTIC-MOTOR), AND EXPRESSIVE OUTPUT (VOCAL, MOTOR, VOCAL-MOTOR). THE MODEL FOR IMITATIVE (AUTOMATIC) ACTIVITIES WAS USED TO RATE ACTIVITIES IN TERMS OF AUTOMATIC SENSORY INPUT (AUDITORY, VISUAL, HAPTIC), IMITATIVE INTEGRATION (RHYTHM, SPATIAL RELATIONS, LATERALITY, BODY IMAGE, AND NON-MEANINGFUL AUDITORY-VOCAL, AUDITORY-MOTOR, VISUAL-VOCAL, VISUAL-MOTOR, HAPTIC-VOCAL, HAPTIC-MOTOR), AND PERFORMANCE OUTPUT (IMITATIVE VOCAL, MOTOR, VOCAL-MOTOR). ALSO, EACH ACTIVITY WAS RATED ON EFFECTIVENESS IN GAINING CAMPERS' ATTENTION, SEQUENCING INSTRUCTION, SUCCESS OF PERFORMANCE, TYPES OF MOTOR REQUIREMENTS, AND TYPES OF SOCIAL INTERACTION. A CAMP DESCRIPTION AND AN ACTIVITY ANALYSIS ARE PRESENTED FOR EACH OF THE SIX CAMPS. A SUMMARY TABLE COMPARES THE ACTIVITY COMPONENT ANALYSES. RESULTS INDICATES THAT (1) IMITATIVE ACTIVITES WERE MOST FREQUENT IN ALL CAMPS, (2) HAPTIC INPUT OCCURRED ONLY OCCASIONALLY, (3) MOTOR OUTPUT WAS MOST FREQUENT, (4) MOST FREQUENT INTEGRATION COMPONENTS WERE VISUAL-MOTOR AND AUDITORY-MOTOR, (5) FEW ACTIVITIES WERE SEQUENCED INSTRUCTIONALLY IN SMALL STEPS, AND (6) COOPERATIVE PLAY WAS SELDOM OBSERVED. SUGGESTIONS FOR ACTIVITY MODIFICATIONS INCLUDE (1) RAISING THE LEVEL OF ACTIVITIES FROM IMITATIVE TO MEANINGFUL, (2) DIVERSIFYING INPUTS AND OUTPUTS, (3) DIVERSIFYING INTEGRATION, (4) INCREASING ATTENTION SPAN, (5) DEVELOPING SEQUENCED INSTRUCTION IN SMALL STEPS, AND (6) INCREASING SOCIAL INTERACTIONS. EXAMPLES OF POSSIBLE MODIFICATIONS FOR EACH OF THE ABOVE ARE GIVEN. A TABLE LISTING ACTIVITY COMMONALITY AMONG ALL SIX CAMPS IS INCLUDED. (RS)

**ED 016 315** EC 000 249
**VISION AND HEARING SCREENING IN SELECTED CLASSES FOR THE MENTALLY RETARDED, CITY OF DETROIT, MICHIGAN.**
MICHIGAN ST. DEPT. OF PUBLIC HEALTH, DETROIT
CHILDRENS BUREAU (DHEW), WASHINGTON, D.C.
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *TESTS, *VISUALLY HANDICAPPED, AUDIOMETRIC TESTS, AUDITORY EVALUATION, AUDITORY TESTS, CHILDREN, DETROIT, HARD OF HEARING, HEARING CONSERVATION, HEARING LOSS, INCIDENCE, REFERRAL, SCREENING TESTS, VISION TESTS,

TO DETERMINE (1) WHETHER ROUTINE SCREENING PROCEDURES COULD BE USED SUCCESSFULLY WITH RETARDED CHILDREN AND (2) THE PREVALENCE OF UNCORRECTED DEFECTS AMONG A PARTICULAR SCHOOL POPULATION, RETARDED CHILDREN FROM SCHOOLS LOCATED IN THE LOWEST SOCIOECONOMIC AREA OF DETROIT WERE SCREENED FOR VISION AND HEARING LOSSES. SUBJECTS' AGES RANGED FROM 3 TO 21 YEARS WITH A MEAN AGE OF 12.6 YEARS AND THEIR IQ'S RANGED FROM 30 TO 75 WITH A MEAN IQ OF 64. A TOTAL OF 1,023 SUBJECTS PARTICIPATED IN THE VISION SCREENING PROGRAM AND 688 SUBJECTS PARTICIPATED IN THE HEARING SCREENING PROGRAM. SKILLED TECHNICIANS DID THE SCREENING. THE MEASURES USED WERE THOSE STANDARD FOR SCREENING NORMAL CHILDREN. A STEREOSCOPIC INSTRUMENT WAS USED FOR MOST OF THE VISION SCREENING. VISION TESTS INCLUDED WERE (1) FOR VISUAL ACUITY, (2) A PLUS LENS TEST, AND (3) A MUSCLE

BALANCE TEST. HEARING TESTS PREPARED A PURE TONE AIR CONDUCTION AUDIOGRAM FOR EACH CHILD USING STANDARD, COMMERCIALLY AVAILABLE SCREENING AUDIOMETERS. WITH BOTH VISION AND HEARING TESTS, A SHORT ORIENTATION AND PREPARATION PERIOD PRECEEDED THE TEST. VISION TESTS RESULTED IN 30 PERCENT REFERRAL, AND HEARING TESTS IN A 7.2 PERCENT REFERRAL. RESULTS INDICATED THAT STANDARD PROCEDURES CAN BE USED FOR SCREENING VISION AND HEARING IN MENTALLY RETARDED CHILDREN FROM LOW INCOME AREAS. THE PREVALENCE OF PREVIOUSLY UNDETECTED DEFECTS IN BOTH HEARING AND VISION WAS FOUND TO BE THREE TIMES HIGHER THAN IN THE GENERAL SCHOOL POPULATION. THIS DOCUMENT IS AVAILABLE FROM THE CHILDREN'S BUREAU, WELFARE ADMINISTRATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C. 20201. (DE)

**ED 016 316** **EC 000 403**
*RABINOW, BARNEY*
**THE TRAINING AND SUPERVISION OF TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN.**
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE 64
**EDRS PRICE MF-$0.50 HC-$3.04 74P.**

DESCRIPTORS *EMOTIONALLY DISTURBED, *EXCEPTIONAL CHILD EDUCATION, *PERSONNEL, *PROFESSIONAL EDUCATION, BEGINNING TEACHERS, CHILDREN, EMOTIONALLY DISTURBED CHILDREN, SOCIALLY MALADJUSTED, TEACHER CHARACTERISTICS, TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT, TEACHER ROLE, TEACHER SELECTION,

THE PERSONALITY STRUCTURE, CAUSES FOR DEVIATION, AND MAJOR DIAGNOSTIC CATEGORIES FOR SOCIALLY MALADJUSTED AND EMOTIONALLY DISTURBED CHILDREN ARE DISCUSSED. SCHOOL ROLE, GOALS, AND DEFINITIONS ARE RELATED TO STRATEGIES FOR RECRUITING AND TRAINING TEACHERS OF EMOTIONALLY DISTURBED CHILDREN ARE CONSIDERED. A DISCUSSION OF THE SELECTION OF TEACHERS FOCUSES ON SUCH FACTORS AS AGE, EXPERIENCE, PERSONAL ATTRIBUTES, CLASSROOM HOSTILITY, TASK-ORIENTED AND PERSON-ORIENTED TEACHERS, THEORY, AND INTUITION. PROBLEMS INVOLVED IN THE RECRUITMENT AND TRAINING OF TEACHERS ARE IDENTIFIED. THE UNCERTAINTIES THAT EXIST ABOUT REQUIRED TEACHER COMPETENCIES AND ABOUT METHODS OF TRAINING TEACHERS IN THESE SKILLS, KNOWLEDGES, AND ATTITUDES ARE PRESENTED. CLASSROOM AND NONCLASSROOM COMPETENCIES ARE DISCUSSED. INCLUDED ARE A LIST OF TEACHER COMPETENCIES, A 29-ITEM LIST OF SELECTED READINGS, A LIST OF FIVE BIBLIOGRAPHIES, AND 22 REFERENCES. THIS DOCUMENT WAS PUBLISHED BY THE UNIVERSITY OF NEW YORK, BUREAU OF PUBLICATIONS, ALBANY, NEW YORK 12224. (MM)

**ED 016 317** **EC 000 581**
*WOLK, SHIRLEY M. AND OTHERS*
**A CURRICULUM GUIDE FOR TEACHING TRAINABLE MENTALLY RETARDED CHILDREN, EXPERIMENTAL COPY.**
LOS ANGELES CITY SCHOOLS, CALIF.
PUB DATE 64
**EDRS PRICE MF-$1.25 HC-$11.48 285P.**

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, CLASSROOM ENVIRONMENT, COGNITIVE DEVELOPMENT, COMMUNICATION SKILLS, CREATIVE EXPRESSION, CURRICULUM GUIDES, EVALUATION, EVALUATION METHODS, HOMEMAKING SKILLS, INSTRUCTIONAL MATERIALS, LESSON PLANS, PARENT COUNSELING, PARENT TEACHER CONFERENCES, PERCEPTUAL DEVELOPMENT, PERCEPTUAL MOTOR LEARNING, RECORDS (FORMS), REPORT CARD, SELF CARE SKILLS, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT, TRAINABLE MENTALLY HANDICAPPED, VOCATIONAL EDUCATION,

PRESENTING AN OUTLINE OF SUGGESTIONS, ACTIVITIES, TEACHING AIDS, AND GUIDELINES FOR EFFECTIVE PROGRAM PLANNING, THIS CURRICULUM GUIDE IS DEVELOPMENTAL, SEQUENTIAL, AND SPIRAL SO THAT EACH SUBJECT AREA IS TAUGHT, REINFORCED, AND ENRICHED THROUGHOUT THE PROGRAM. MAJOR AREAS ARE MOTOR DEVELOPMENT, PERCEPTUAL TRAINING, COGNITIVE SKILLS, SELF HELP, COMMUNICATION, SOCIAL-EMOTIONAL DEVELOPMENT, INDIVIDUAL EXPRESSION, AND PRACTICAL SKILLS. EACH SECTION INCLUDES AREAS TO BE DEVELOPED, SUGGESTED ACTIVITIES, MATERIALS AND RESOURCES, AND AN EVALUATION SHEET. A CORRELATED UNIT OF THE EIGHT MAJOR AREAS IS PRESENTED. A CHART SHOWS THE MENTAL, PHYSICAL, AND SOCIAL TRAITS OF THE TRAINABLE MENTALLY HANDICAPPED CHILD. LISTS OF NATIONAL, STATE, AND LOCAL AGENCIES AND A BIBLIOGRAPHY OF PARENT EDUCATION ARE INCLUDED IN A CHAPTER EMPHASIZING THE ROLE OF PARENTS. ADDITIONAL SECTIONS PRESENT SUGGESTIONS FOR THE ESTABLISHMENT OF GOOD CLASSROOM ENVIRONMENT, LESSON PLANS, GROUPING, TIME SCHEDULES, SELECTION AND PLACEMENT, EVALUATION FORMS AND SAMPLE REPORT CARDS, AND A CHECKLIST FOR TEACHERS TO FOLLOW IN PARENT CONFERENCES. A GLOSSARY AND A SELECTED BIBLIOGRAPHY OF 158 ITEMS IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF SOUTHERN CALIFORNIA'S BOOKSTORE, LOS ANGELES, CALIFORNIA. (JZ)

**ED 016 318** **EC 000 674**
**PARTIALLY SEEING PROGRAM, 1966-1967.**
LAKE COUNTY SPECIAL EDUC. DIST., GURNEE, ILL.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.92 21P.**

DESCRIPTORS *ADMINISTRATION, *EXCEPTIONAL CHILD EDUCATION, *PERSONNEL, *VISUALLY HANDICAPPED, ADMINISTRATOR GUIDES, ADOLESCENTS, CHILDREN, COUNTY SCHOOL SYSTEMS, ITINERANT TEACHER PROGRAMS, LAKE COUNTY, PARTIALLY SIGHTED, PROGRAM ADMINISTRATION, PROGRAM GUIDES,

THIS ADMINISTRATIVE OUTLINE OF THE PARTIALLY SEEING PROGRAM IN LAKE COUNTY, ILLINOIS, PRESENTS THE DUTIES AND RESPONSIBILITIES OF THE TWO ITINERANT TEACHERS AND THEIR IMMEDIATE SUPERVISORS. THE PROGRAM'S PHILOSOPHY, GOALS, HISTORY AND PLACEMENT IN THE COUNTY'S ORGANIZATIONAL STRUCTURE IS PRESENTED. THE ITINERANT TEACHER'S ADMINISTRATIVE RESPONSIBILITES ARE LISTED. THE ORGANIZATION OF THE PARTIALLY SEEING PROGRAM, INCLUDING ITS ADMINISTRATION AND EACH TEACHER'S DUTIES REGARDING NEW STUDENTS, PROGRAM MATERIALS, SCHEDULES, CASE LOADS, PROGRAM FILES, AND NECESSARY FORMS IS OUTLINED. THE ROLE OF KEY SUPPORTIVE ELEMENTS (SUCH AS OTHER PROFESSIONAL WORKERS, PARENTS, AND VOLUNTEERS) IS DESCRIBED. SPECIFIC INSTRUCTIONS FOR THE ITINERANT STAFF REGARDING COMMUNICATIONS WITH STUDENTS, PARENTS, AND STAFF, APPOINTMENTS, AND PERSONAL CONDUCT IS INCLUDED. (RS)

**ED 016 319** **EC 000 739**
*FAIT, HOLLIS F.*
**SPECIAL PHYSICAL EDUCATION--ADAPTED, CORRECTIVE, DEVELOPMENTAL.**
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *PHYSICAL EDUCATION, AURALLY HANDICAPPED, CARDIAC (PERSONS), CEREBRAL PALSY, CHILDREN, DANCE, GAMES, HANDICAPPED CHILDREN, MENTAL ILLNESS, MENTAL RETARDATION, MENTALLY HANDICAPPED, NUTRITION, OLDER ADULTS, ORTHOPEDICALLY HANDICAPPED, PHYSICAL FITNESS, PROGRAM ADMINISTRATION, PSYCHOLOGICAL CHARACTERSITICS, SOCIALLY MALADJUSTED, TEACHING PROCEDURES, VISUALLY HANDICAPPED,

THIS BOOK, WRITTEN FOR PROSPECTIVE PHYSICAL EDUCATION TEACHERS IN A VARIETY OF SETTINGS, HAS THREE OBJECTIVES--(1) TO INTRODUCE BRIEFLY THE NATURE OF VARIOUS HANDICAPPING CONDITIONS, (2) TO DELINEATE THEIR PSYCHOLOGICAL IMPLICATIONS, AND (3) TO SUGGEST SUITABLE GAMES AND ACTIVITIES. HISTORICAL BACKGROUND, A BASIS FOR UNDERSTANDING THE HANDICAPPED, ADMINISTRATIVE PRINCIPLES, AND CHARACTERISTICS OF AN EFFECTIVE ADAPTED PHYSICAL EDUCATION PROGRAM ARE PROVIDED. THE FOLLOWING DISORDERS ARE CONSIDERED--VISUAL HANDICAPS, AUDITORY HANDICAPS, CEREBRAL PALSY, ORTHOPEDIC DEFECTS, HEART CONDITIONS, CONVALESCENCE, NUTRITIONAL DISTURBANCES, OTHER PHYSICAL CONDITIONS REQUIRING ADAPTED PHYSICAL EDUCATION, MENTAL RETARDATION, SOCIAL MALADJUSTMENT AND MENTAL ILLNESS, AND AGING. THE FOLLOWING ACTIVITIES AND TOPICS ARE TREATED--BASIC SKILL GAMES, RHYTHMS AND DANCE, INDIVIDUAL SPORTS, DUAL GAMES, TEAM GAMES, SWIMMING, WEIGHT TRAINING, OUTDOOR EDUCATION, CORRECTIVE BODY MECHANICS, AND DEVELOPMENTAL PROGRAMS FOR PHYSICAL FITNESS. AN APPENDIX INCLUDES SUGGESTED FILMS AND FILMSTRIPS FOR TEACHERS, FILM SOURCES, RECORD SOURCES, PROFESSIONAL ORGANIZATIONS, SOCIETIES AND ASSOCIATIONS, AND PERIODICALS. THIS DOCUMENT WAS PUBLISHED BY THE W.B. SAUNDERS COMPANY, PHILADELPHIA, PENNSYLVANIA. (DF)

**ED 016 320** **EC 000 785**
*CROSS, JACQUE L. ALLEN, AMY A.*
**A CURRICULUM OUTLINE FOR SECONDARY SLOW LEARNING PROGRAMS.**
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
PUB DATE 64
**EDRS PRICE MF-$0.50 HC-$3.84 94P.**

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY

HANDICAPPED, COLUMBUS, CURRICULUM GUIDES, EDUCABLE MENTALLY HANDICAPPED, EDUCATIONAL OBJECTIVES, SECONDARY EDUCATION, SECONDARY GRADES, SECONDARY SCHOOLS, SLOW LEARNERS, STATE CURRICULUM,

THIS CURRICULUM OUTLINE IS DESIGNED TO AID SCHOOL SYSTEMS IN THE DEVELOPMENT OF CURRICULUM GUIDES FOR SLOW LEARNERS. CONTENT IS OUTLINED FOR GRADES 9, 10, 11, AND 12 IN ENGLISH, MATHEMATICS, SOCIAL DEVELOPMENT, SOCIAL STUDIES, AND SCIENCE. DETAILS CONCERNING ACTIVITIES, ENRICHMENT AIDS, AND TEACHING METHODS ARE TO BE DEVELOPED BY THE USER. FIVE REFERENCES ARE GIVEN. (VO)

**ED 016 321** **EC 000 816**
*MOSKOWITZ, SUE*
**THE PROGRAM FOR BRAIN INJURED CHILDREN IN THE NEW YORK CITY PUBLIC SCHOOLS, AN APPRAISAL.**
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER BECNY-PUB-42
PUB DATE JUL 64
EDRS PRICE MF-$0.25 HC-$2.12 51P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EXCEPTIONAL CHILD RESEARCH, *LEARNING DISABILITIES, *PROGRAM PLANNING, ACADEMIC ACHIEVEMENT, CLASSROOM ENVIRONMENT, FOLLOWUP STUDIES, INTERVIEWS, LONGITUDINAL STUDIES, MINIMALLY BRAIN INJURED, NEW YORK CITY, OBSERVATION, PERCEPTUALLY HANDICAPPED, PRINCIPALS, PROGRAM EVALUATION, QUESTION ANSWER INTERVIEWS, SPECIAL CLASSES, TEACHERS, TESTING,

IN 1959, THE TWO EXISTING SPECIAL CLASSES FOR BRAIN INJURED CHILDREN IN NEW YORK CITY WERE EVALUATED BY OBSERVATIONS, EXAMINATION OF THE STUDENTS' MEDICAL AND EDUCATIONAL RECORDS, AND INTERVIEWS WITH TEACHERS, PSYCHOLOGISTS, PSYCHIATRISTS, AND SPEECH AND OTHER SPECIALISTS. RECOMMENDATIONS WERE MADE IN AN INTERIM REPORT. A LONGITUDINAL STUDY WAS PLANNED TO DETERMINE WHETHER THE NEW PROGRAM FOR CHILDREN WITH MINIMAL BRAIN DAMAGE AND WITH AT LEAST POTENTIALLY NORMAL INTELLIGENCE WAS MEETING THE CHILDREN'S NEEDS. THE PRESENT REPORT IS BASED UPON TWO GROUPS OF SUBJECTS--SIX STUDENTS WHO HAD BEEN IN THE PILOT CLASS IN 1958 OR EARLIER AND 19 OF THE 32 CHILDREN WHO WERE IN CLASSES FOR BRAIN INJURED CHILDREN IN APRIL 1960 AND FOR WHOM FOLLOWUP DATA COULD BE OBTAINED. CLASSES WERE OBSERVED, TEACHERS AND PRINCIPALS WERE INTERVIEWED, THE RECORDS OF THE SUBJECTS WERE EXAMINED, SUBJECTS WERE ADMINISTERED STANDARDIZED TESTS OF READING AND MATHEMATICS, AND TWO SCALES MEASURING CHARACTERISTICS AND BEHAVIOR WERE OBTAINED FOR THE 19 SUBJECTS. RESULTS OF THE TESTS INDICATED THAT AVERAGE GAIN OVER THE PERIOD OF 2 1/2 YEARS WAS 1.0 YEARS IN READING AND 1.3 YEARS IN MATHEMATICS. THE AVERAGE IQ WAS SLIGHTLY ABOVE 75. IMPROVEMENT IN TEST TAKING BEHAVIOR AND IN NEGATIVE CHARACTERISTICS OCCURRED FOR THE GROUP AS A WHOLE. THE GROUP OF SIX SUBJECTS FROM THE PILOT CLASS WERE PRESENTLY ENROLLED IN SIX DIFFERENT SCHOOLS--THREE WERE IN MENTALLY RETARDED CLASSES, TWO WERE IN REGULAR CLASSES, AND ONE WAS IN A HEALTH CONSERVATION CLASS. ACHIEVEMENT TESTS IN READING AND MATHEMATICS SHOWED AN AVERAGE GAIN OF ABOUT 2 YEARS ON THE TESTS OVER THE FOLLOWUP PERIOD OF ABOUT 3 1/2 YEARS. BASED ON THE OBSERVATIONS AND INTERVIEWS, RECOMMENDATIONS WERE MADE CONCERNING (1) MEDICAL, PSYCHOLOGICAL, AND EDUCATIVE EVALUATION, (2) SELECTION AND TRAINING OF TEACHERS, (3) SUPERVISION, (4) PROVISION OF AUXILIARY SERVICES, (5) CURRICULUM DEVELOPMENT, (6) PARENT EDUCATION, (7) INTERCOMMUNICATION AMONG AGENCIES, AND (8) WIDENING THE PROGRAM. A POSTSCRIPT DISCUSSES TRENDS AS OF SEPTEMBER 1964. (JA)

**ED 016 322** **EC 000 819**
*MARGACH, CHARLES AND OTHERS*
**PROCEEDINGS OF THE CONFERENCE ON AID TO THE VISUALLY LIMITED (WASHINGTON, D.C., MARCH 24-25, 1966).**
AMERICAN OPTOMETRIC ASSN., ST. LOUIS, MO.
PUB DATE 66
EDRS PRICE MF-$0.75 HC-$7.92 196P.

DESCRIPTORS *EXCEPTIONAL CHILD SERVICES, *VISUALLY HANDICAPPED, BLIND, BRAILLE, CHILD DEVELOPMENT, CODIFICATION, COMMUNITY PROGRAMS, ELECTROMECHANICAL AIDS, ETIOLOGY, FEDERAL LEGISLATION, FEDERAL PROGRAMS, FINANCIAL SERVICES, IDENTIFICATION, JOB PLACEMENT, LARGE TYPE MATERIALS, MEDICAL SERVICES, MEDICAL TREATMENT, OPTHALMALOGY, PARTIALLY SIGHTED, PREVENTION, READING MACHINES, RESEARCH NEEDS, SENSORY AIDS, SHELTERED WORKSHOPS, SOCIAL SERVICES, STATISTICAL SURVEYS, VOCATIONAL REHABILITATION VISUAL PERCEPTION,

THIS CONFERENCE WAS CALLED TO IDENTIFY AND MEET THE NEEDS OF THE VISUALLY HANDICAPPED. THE PROBLEMS OF IDENTIFYING AND DEFINING THE VISUALLY LIMITED WITH IMPLICATIONS FOR PLACEMENT IN VOCATIONS AND VOCATIONAL TRAINING ARE CONSIDERED. PAPERS ON SERVING THE VISUAL NEEDS OF THE VISUALLY LIMITED DESCRIBE OCULAR PATHOLOGIES, VISION CARE, DEGREE OF VISION RELATED TO VOCATION, AND NONVISUAL READING DEVICES. ALSO DISCUSSED ARE SOCIAL AND ECONOMIC SERVICES INCLUDING MEDICAL ASSISTANCE, PREVENTION OF BLINDNESS, LARGE PRINT BOOKS, AND COMMUNITY AND FEDERAL PROGRAMS OF ASSISTANCE. INFORMATION ON PROBLEMS IN IDENTIFYING THE VISUALLY LIMITED IN A STATISTICAL SENSE AND ON METHODS OF COMMUNICATING SERVICES TO THEM IS INCLUDED. RESEARCH IN CLINICAL OPTOMETRY, PSYCHOLOGY OF THE USE OF LOW VISION AIDS, DEVELOPMENT OF SENSORY AIDS, AND IMPLICATIONS FOR FUTURE SERVICE ARE CONSIDERED, AND INFORMATION IS GIVEN ON CONTINUING FEDERAL PROGRAMS, VOLUNTARY COMMUNITY ACTION, AND GROUP HEALTH INSURANCE. QUESTION AND ANSWER SESSIONS AT THE CONFERENCE ARE RECORDED. (KH)

**ED 016 323** **EC 000 822**
*EDGINGTON, RUTH CLEMENTS, SAM D.*
**INDEXED BIBLIOGRAPHY ON THE EDUCATIONAL MANAGEMENT OF CHILDREN WITH LEARNING DISABILITIES (MINIMAL BRAIN DYSFUNCTION).**
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *LEARNING DISABILITIES, ANCILLARY SERVICES, BEHAVIORAL PROBLEMS, BIBLIOGRAPHIES, CEREBRAL DOMINANCE, CLASS MANAGEMENT, CONCEPT FORMATION, EDUCATIONAL PROGRAMS, IDENTIFICATION, INSTRUCTIONAL MATERIALS, LANGUAGE HANDICAPS, MINIMALLY BRAIN INJURED, PARENT COUNSELING, PERCEPTION, PUBLIC RELATIONS, SPEECH HANDICAPS, TEACHER CHARACTERISTICS, TEACHER EDUCATION, VOCATIONAL COUNSELING,

THE 370 CITATIONS ON LEARNING DISABILITIES ARE INDEXED TABULARLY INTO 19 SUBJECT AREAS (SUCH AS CEREBRAL DOMINANCE, PERCEPTION, BEHAVIOR DISORDERS). EACH CITATION IS FURTHER IDENTIFIED AS BACKGOUND AND THEORY, ASSESSMENT, OR TRAINING. PUBLICATION DATES RANGE FROM 1896 TO 1966 ALTHOUGH ONLY 19 ENTRIES ARE PRE-1950. THIS DOCUMENT WAS PUBLISHED BY ARGUS COMMUNICATIONS, 3505 NORTH ASHLAND AVENUE, CHICAGO, ILLINOIS 60657. (JA)

**ED 016 324** **EC 000 862**
**VOCATIONAL REHABILITATION IN A RESIDENTIAL TREATMENT CENTER. DEVEREUX FIFTIETH ANNIVERSARY MONOGRAPH SERIES.**
DEVEREUX FOUNDATION, DEVON, PA.
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EMOTIONALLY DISTURBED, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *VOCATIONAL EDUCATION, ADOLESCENTS, DEVEREUX SCHOOLS, EDUCATIONAL PROGRAMS, FAMILY ROLE, HALF WAY HOUSES, JOB TRAINING, REHABILITATION PROGRAMS, RESIDENTIAL CENTERS, VOCATIONAL COUNSELING, VOCATIONAL REHABILITATION,

A DEMONSTRATION PROJECT IN VOCATIONAL REHABILITATION AT THE DEVEREUX SCHOOLS EXPLORED A FULL-SCALE PROGRAM FOR THE DEVELOPMENT OF VOCATIONAL SKILLS AND JOB PLACEMENT FOR EMOTIONALLY DISTURBED AND MENTALLY HANDICAPPED ADOLESCENTS. THE ORGANIZATION OF THE PROGRAM, WHICH INCLUDES SERVICES OF A MULTI-DISCIPLINE STAFF OF PROFESSIONALS FROM MEDICINE, EDUCATION, PSYCHOLOGY, PSYCHIATRY, VOCATIONAL REHABILITATION, AND SOCIAL WORK IS DESCRIBED. THE PROGRAM CONTENT IS EXPLAINED IN TERMS OF INITIAL AND VOCATIONAL AND CLINICAL EVALUATION, CLASSROOM INSTRUCTION, COUNSELING SERVICES, JOB TRAINING, TRANSITIONAL LIVING, EMPLOYMENT OPPORTUNITIES, AND FOLLOW-UP EVALUATIONS. THE ROLE OF THE FAMILY IN THE TOTAL REHABILITATION PROGRAM IS DISCUSSED. FUTURE DEVELOPMENT AND PLANNED EXPANSION OF THE VOCATIONAL REHABILITATION PROGRAM ARE INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE DEVEREUX FOUNDATION, DEVON, PENNSYLVANIA. (JK)

**ED 016 325** **EC 000 947**
*RICHARDSON, WILLIAM P. AND OTHERS*
**THE HANDICAPPED CHILDREN OF ALAMANCE COUNTY, NORTH CAROLINA, A MEDICAL AND SOCIOLOGICAL STUDY.**
NORTH CAROLINA UNIV., CHAPEL HILL.,SCH.OF MEDICINE
NEMOURS FOUNDATION, WILMINGTON, DEL.
PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNITY PROGRAMS, *EXCEPTIONAL CHILD RESEARCH, *HEALTH SERVICES, ADOLESCENTS, ALAMANCE COUNTY, ATTENDANCE, CHILDREN, COMMUNITY HEALTH SERVICES, COMMUNITY SURVEYS, HALIFAX COUNTY, HANDICAPPED, HANDICAPPED CHILDREN, IDENTIFICATION, INCIDENCE, INTERAGENCY COOPERATION, MEDICAL SERVICES, NORTH CAROLINA, QUESTION ANSWER INTERVIEWS, QUESTIONNAIRES, RECORDS (FORMS), REFERRAL, RESEARCH NEEDS, SOCIOCULTURAL PATTERNS, SOCIOLOGY, STATISTICAL DATA, STATISTICAL SURVEYS, TEACHER EVALUATION,

THIS 1961-62 STUDY OF HANDICAPPED CHILDREN WAS DESIGNED TO DETERMINE IN ALAMANCE COUNTY, NORTH CAROLINA, THE PREVALENCE OF HANDICAP, EXTENT OF HANDICAP, EFFECTIVENESS OF REPORTING METHODS, AVAILABILITY OF SERVICES, AND NEEDED SERVICES. THE REGISTERS OF STATE, LOCAL, AND PRIVATE AGENCIES WERE EXAMINED AND FOUND TO CONTAIN 5,953 ENTRIES ON 4,083 CHILDREN. A HOUSEHOLD SURVEY GATHERED INFORMATION ON 1,684 CHILDREN, ROUGHLY A 5 PERCENT SAMPLE OF THE POPULATION UNDER 20 YEARS. A DIAGNOSTIC CLINIC EXAMINED 456 CHILDREN. PART ONE OF THIS REPORT PROVIDES HISTORICAL BACKGROUND FOR THE STUDY, DEFINES TERMS AND CATEGORIES CONSIDERED, AND DESCRIBES THE GEOGRAPHIC SETTING. THE STUDY PROCEDURES AND THE BASIC STATISTICAL DATA ARE REPORTED. AGENCY REPORTS PROVIDED THE MOST CONSERVATIVE PREVALENCE ESTIMATES OF THE METHODS EMPLOYED FOR GATHERING DATA. SEVENTY-NINE INTERVIEWERS (INCLUDING 58 VOLUNTEER WORKERS) COMPLETED INTERVIEWS IN 1,032 HOUSEHOLDS. CLINICAL EXAMINATIONS WERE CARRIED OUT FOR 456 NORMAL AND HANDICAPPED CHILDREN. PART TWO PROVIDES AN EVALUATION OF SCHOOL TEACHERS AND SCHOOL RECORDS AS SOURCES OF INFORMATION, A COMPARISON OF RECORDS OF HEALTH INFORMATION BETWEEN PUBLIC AND PRIVATE AGENCIES, AND AN EXAMINATION OF REFERRAL PATTERNS BETWEEN AGENCIES. PART THREE EXAMINES INTERVIEWER RESPONSE BIAS AND COMPARES THE RESPONSES OBTAINED BY VOLUNTEERS IN ALAMANCE COUNTY AND LATER IN HALIFAX COUNTY, NORTH CAROLINA. IT WAS CONCLUDED THAT VOLUNTEERS COULD BE USED QUITE EFFECTIVELY IN SUCH STUDIES. PART FOUR PRESENTS STATISTICAL FINDINGS FROM THE CLINICAL EXAMINATIONS AND CONSIDERS A NUMBER OF SOCIAL AND PSYCHOLOGICAL FACTORS PRESUMABLY RELATED TO HEALTH CARE SERVICES. PART FIVE PRESENTS A SUMMARY, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER STUDY. PREVALENCE RATES WERE HIGHER THAN EXPECTED. A MAJORITY OF THE CONDITIONS CAUSED LITTLE OR NO REAL DISABILITY. ESTIMATES OF MODERATE TO SEVERE DISABILITY WERE COMPARABLE TO SIMILAR STUDIES AND JUDGED SUFFICIENT FOR PLANNING EXPANDED SERVICES. MULTIPLE DISABILITIES PRESENT PROBLEMS FOR CASE FINDING. THE APPENDIX INCLUDES MAJOR FORMS USED. THIS DOCUMENT WAS PUBLISHED BY THE NEMOURS FOUNDATION, WILMINGTON, DELAWARE. (DF)

**ED 016 326** **EC 000 952**

*KOLBURNE, LUMA LOUIS*

**EFFECTIVE EDUCATION FOR THE MENTALLY RETARDED CHILD.**

PUB DATE 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *TEACHING METHODS, CLASSROOM ENVIRONMENT, CUSTODIAL MENTALLY HANDICAPPED, EDUCABLE MENTALLY HANDICAPPED, EMOTIONALLY DISTURBED, INSTRUCTIONAL MATERIALS, LEARNING ACTIVITIES, LEARNING CHARACTERISTICS, MEMORY, MENTAL HEALTH, PSYCHOTHERAPY, TEACHING GUIDES, TEACHING TECHNIQUES, TRAINABLE MENTALLY HANDICAPPED,

DRAWING ON 40 YEARS OF EXPERIENCE IN TEACHING AND LIVING WITH RETARDED CHILDREN AND ADULTS, THE AUTHOR PRESENTS A SPECIAL EDUCATIONAL SYSTEM AND SOME OF THE METHODS WHICH HE HAS FOUND MOST USEFUL. METHODS AND PRINCIPLES ARE TREATED IN A PRACTICAL AND SPECIFIC MANNER. DEFINITIONS AND THE NATURE OF MENTAL RETARDATION ARE CONSIDERED. THE FOLLOWING TOPICS ARE PRESENTED--(1) THE NECESSITY FOR SPECIAL TEACHING PROCEDURES, (2) LEARNING PRINCIPLES APPLICABLE TO THE RETARDED, (3) METHODS, PROCEDURES, AND TECHNIQUES, (4) DEVELOPMENT OF MEMORY FOR ACADEMIC LEARNING, (5) CONDITIONS NECESSARY FOR EFFECTIVE EDUCATION, (6) MENTAL HEALTH AND PSYCHOTHERAPY, AND (7) THE NECESSITY FOR CLASSIFICATIONS. GOALS AND PROCEDURES APPROPRIATE FOR THE CUSTODIAL GROUP, THE TRAINABLE GROUP, THE EDUCABLE GROUP, AND THE BORDERLINE GROUP ARE TREATED SEPARTELY. THE BOOK INCLUDES MANY CASE ILLUSTRATIONS AND EXAMPLES OF TEACHING METHODS AND MATERIALS FOR THE MENTALLY RETARDED CHILD. THIS DOCUMENT IS AVAILABLE FROM VANTAGE PRESS, 120 WEST 31ST STREET, NEW YORK, NEW YORK 10001 FOR $5.95. (DF)

**ED 016 327** **EC 000 954**

*BUELL, CHARLES E.*

**PHYSICAL EDUCATION FOR BLIND CHILDREN.**

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PHYSICAL EDUCATION, *VISUALLY HANDICAPPED, ACHIEVEMENT RATING, ATHLETIC PROGRAMS, ATHLETICS, BLIND, CASE STUDIES (EDUCATION), CHILDREN, CHILDREN'S GAMES, CLASSROOM GAMES, CURRICULUM, DAY SCHOOLS, GAMES, INTERMEDIATE GRADES, LEISURE TIME, PRIMARY GRADES, RECREATION, RESIDENTIAL SCHOOLS, SECONDARY GRADES,

A PRACTICAL RATHER THAN A THEORETICAL REFERENCE GUIDE, THE BOOK DISCUSSES THE NEED OF THE BLIND OR VISUALLY IMPAIRED CHILD FOR PHYSICAL EDUCATION. PAST AND PRESENT PROGRAMS IN PUBLIC AND RESIDENTIAL SCHOOLS, RECREATION AND LEISURE TIME ACTIVITIES (A GUIDE FOR PARENTS), SPORTS AND INTERSCHOLASTIC COMPETITION, ACTIVE GAMES, CONTESTS, RELAYS, AND WRESTLING ARE DESCRIBED. THE STUDY CONSIDERS ALSO PHYSICAL FITNESS, ACHIEVEMENT SCALES, AND GRADE LEVELS. AN APPENDIX LISTS SUCCESSFUL BLIND TEAMS AND ATHLETES AND SEVERAL EXERCISES AND TESTS. A SELECTED ANNOTATED BIBLIOGRAPHY AND INDEX ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM CHARLES C THOMAS, 301-327 EAST LAWRENCE AVENUE, SPRINGFILED, ILLINOIS 62704 FOR $9.00. (KH)

**ED 016 328** **EC 000 970**

*TREGANZA, AMORITA AND OTHERS*

**VISION SCREENING PROGRAMS, PRESCHOOL AND SCHOOL AGE.**

SAN DIEGO COUNTY OPTOMETRIC SOC., CALIF.

EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *TESTS, *VISUALLY HANDICAPPED, ADOLESCENTS, CHILDREN, IDENTIFICATION, IDENTIFICATION TESTS, PRESCHOOL CHILDREN, QUESTIONNAIRES, RECORDS (FORMS), SAN DIEGO COUNTY, SCREENING TESTS, TESTING PROGRAMS, VISION TESTS,

VISION PROBLEMS CAN BE DETECTED IN PRESCHOOL AND SCHOOL AGE CHILDREN BY THE USE OF THE APPROPRIATE TESTS OUTLINED IN THIS BOOKLET. THESE TESTS ARE DESIGNED TO BE ADMINISTERED IN PART BY LAY PERSONNEL UNDER THE DIRECTION OF AN OPTOMETRIC CONSULTANT. THE ENTIRE PROGRAM CONSISTS OF THE COMPLETION OF A DEVELOPMENTAL QUESTIONNAIRE BY THE PARENTS, AN EXAMINATION OF THE EXTERNAL APPEARANCE OF THE EYES, AND THE FOLLOWING TESTS--IDENTIFICATION, PLUS LENS TESTS, MOTILITIES, EYE ALIGNMENT, PRISM TEST FOR BINOCULAR AWARENESS, PERIPHERAL ORIENTATION (PRESCHOOL ONLY), FIXATIONS (SCHOOL AGE), FOCUSING ABILITY (SCHOOL AGE), GROSS RETINOSCOPY AT DISTANCE, OPTHALMOSCOPY, STEREO FLY (SCHOOL AGE), BROCK STRING (SCHOOL AGE), AND PERCEPTUAL COPY AND INCOMPLETE COPY FORMS (SCHOOL AGE). THE ADMINISTRATION PROCEDURE AND GRADING CRITERIA FOR EACH TEST ARE DESCRIBED, AND THE NECESSARY TEST MATERIALS FOR BOTH THE PRESCHOOL AND THE SCHOOL AGE PROGRAMS ARE LISTED. AN APPENDIX INCLUDES SUGGESTED FORMS, SUCH AS THE DEVELOPMENTAL QUESTIONNAIRE (IN ENGLISH AND SPANISH), THE TEACHER'S OBSERVATION REPORT FORM, THE PRESCHOOL AND SCHOOL AGE VISION SCREENING RECORD, A VISION SCREENING REFERRAL FORM, PARENT AUTHORIZATION, AND THE EYE EXAMINER'S REPORT TO THE SCHOOL. IT IS RECOMMENDED THAT ALL PRESCHOL CHILDREN 3 YEARS AND OVER, ALL CHILDREN IN THE FIRST THREE GRADES, AND ALL THOSE IN THE LOWER ONE-THIRD OF THEIR CLASSES IN THE REMAINING GRADES BE SCREENED FOR VISION PROBLEMS. IDEALLY, ALL CHILDREN WOULD BE SCREENED. (CG)

**ED 016 329** **EC 001 019**

*TOLMAN, LORRAINE E. CULLITON, THOMAS E., JR.*

**HIGH INTEREST-LOW VOCABULARY READING MATERIALS. 1967 SUPPLEMENT.**

BOSTON UNIV., MASS., SCH. OF EDUCATION

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *INSTRUCTIONAL MATERIALS, *READING, BOOKLISTS, CHILDREN'S BOOKS, ELEMENTARY GRADES, HIGH INTEREST LOW VOCABULARY BOOKS, READING INTERESTS, READING LEVEL, READING MATERIALS, REMEDIAL READING, SECONDARY GRADES,

APPROXIMATELY 900 TITLES PUBLISHED BETWEEN 1959 AND 1966 ARE GRADED BY VOCABULARY LEVEL (RANGING FROM GRADE 1 TO GRADE 7 AND UP) AND INTEREST LEVEL (RANGING FROM KINDERGARTEN TO GRADE 12). EASY VOCABULARY, HIGH INTEREST LEVEL BOOKS ARE INCLUDED. THE FOLLOWING INFORMATION IS PRESENTED FOR EACH BOOK--(1) TITLE, (2) AUTHOR, (3) PUBLISHER, (4) PUBLICATION DATE, (5) PAGINATION, (6) PRICE, (7) SERIES TITLE (IF APPLICABLE), AND (8) SHORT DESCRIPTION OF CONTENT. ALSO INCLUDED ARE FIVE GRADED LISTS ON PARTICULAR TOPICS (FAMILY, SIMPLE PHYSICS, THE ARTS, MATHEMATICS, AND SPACE), A LIST OF BOOKS IN SERIES, A LIST OF BOOKLISTS, PERIODICALS AND GENERAL INDEXES, A DIRECTORY OF PUBLISHERS, AND AUTHOR AND TITLE INDEXES. THIS DOCUMENT IS THE JOURNAL OF EDUCATION, 1967 SUPPLEMENT, 149 (4), WHICH IS PUBLISHED BY THE BOSTON UNIVERSITY SCHOOL OF EDUCATION, 765 COMMONWEALTH AVENUE, BOSTON, MASSACHUSETTS, AND IS AVAILABLE FOR $1.00. (DT)

**ED 016 330** EC 001 055

**MASSACHUSETTS PLANS FOR ITS RETARDED.**

MEDICAL FOUNDATION INC., BOSTON, MASS.

PUB DATE DEC 66

EDRS PRICE MF-$0.75 HC-$6.80 168P.

DESCRIPTORS *EXCEPTIONAL CHILD SERVICES, *MENTALLY HANDICAPPED, *PROGRAM PLANNING, *STATE PROGRAMS, ADMINISTRATIVE CHANGE, BOSTON, COMMUNITY PROGRAMS, COMMUNITY SERVICES, EDUCATIONAL FINANCE, EDUCATIONAL PROGRAMS, EMPLOYMENT OPPORTUNITIES, PERSONNEL, PREVENTION, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PUBLIC RELATIONS, RECRUITMENT, RESEARCH, RESIDENTIAL PROGRAMS, SPECIAL CLASSES, STATE LEGISLATION, VOCATIONAL EDUCATION, VOCATIONAL REHABILITATION,

THE PUBLICATION DESCRIBES MASSACHUSETTS STATE PLANS TO AID THE MENTALLY RETARDED. AFTER A CAPSULE REPORT, DEFINITION OF TERMS, AND REVIEW OF PROCEDURES, MORE THAN 50 RECOMMENDATIONS FOR REORGANIZATION AND EXPANSION ARE PRESENTED. AREAS COVERED ARE--FACTS, ADMINISTRATION OF SERVICES, COMMUNITY SERVICES, RESIDENTIAL AND EDUCATIONAL PROGRAMS, VOCATIONAL TRAINING AND EMPLOYMENT, MANPOWER, RETARDATION AND THE LAW, PREVENTION OF RETARDATION, STIMULATION OF RESEARCH, PUBLIC AND PROFESSIONAL AWARENESS, AND FINANCING. APPENDIXES PROVIDE HISTORY AND STATISTICS FOR RETARDATION IN MASSACHUSETTS AND NAME PLANNING BOARD AND TASK FORCE MEMBERS. ADDITIONAL CHARTS, MAPS, AND TABLES ARE INCLUDED. (JD)

**ED 016 331** EC 001 060

*ROACH, EUGENE G. KEPHART, NEWELL C.*

**THE PURDUE PERCEPTUAL-MOTOR SURVEY, A DIRECT-ACTION APPROACH TO NONACHIEVER PROBLEMS.**

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PERCEPTUAL MOTOR COORDINATION, *TESTS, IDENTIFICATION TESTS, PERCEPTION TESTS, PURDUE PERCEPTUAL MOTOR SURVEY, SCORING, STANDARDIZED TESTS, TEST CONSTRUCTION, TESTING,

THIS VOLUME PRESENTS NORMATIVE DATA AND INSTRUCTIONS FOR ADMINISTERING AND SCORING THE PURDUE PERCEPTUAL MOTOR SURVEY (PPMS). THE FINDINGS OF SEVERAL INVESTIGATORS ARE NOTED IN ESTABLISHING A RATIONALE FOR PERCEPTUAL MOTOR ACTIVITIES IN CHILDREN. MOTOR ACTIVITY IS DISCUSSED IN TERMS OF GENERALIZED MOVEMENT, REFLEX ACTIVITIES, MOVEMENT PATTERNS, LATERALITY, PERCEPTUAL MOTOR MATCH, DIRECTIONALITY, AND CONCEPT FORMATION. IMPLICATIONS FOR PRACTICAL SITUATIONS AND FOR EVALUATION OF PERCEPTUAL MOTOR DEVELOPMENT ARE NOTED. STANDARDIZATION STATISTICS FOR THE PPMS AND ITEM NORMS FOR GRADES 1 THROUGH 4 ARE PROVIDED. SPECIFIC INSTRUCTIONS, PHOTOGRAPHS, AND DIAGRAMS FOR THE ADMINISTRATION AND SCORING OF THE PPMS ARE GIVEN. SAMPLE RECORD FORMS AND THE VISUAL ACHIEVEMENT FORM CARDS ARE INCLUDED. THIRTY-SEVEN REFERENCES ARE LISTED. THIS DOCUMENT WAS PUBLISHED BY CHARLES E. MERRILL BOOKS, INC., COLUMBUS, OHIO, FOR $3.95. (GB)

**ED 016 332** EC 001 139

**CRIPPLED CHILDREN'S PROGRAM, STATISTICAL HIGHLIGHTS, 1964.**

CHILDRENS BUREAU (DHEW), WASHINGTON, D.C.

REPORT NUMBER CB-SS-87

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMMUNITY PROGRAMS, *EXCEPTIONAL CHILD SERVICES, *FEDERAL PROGRAMS, *PHYSICALLY HANDICAPPED, *STATE PROGRAMS, CHILDREN, HEALTH SERVICES, MEDICAL SERVICES, MULTIPLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, SOCIAL SECURITY ACT TITLE FIVE PART TWO, STATISTICAL DATA,

STATISTICS OF 1964 AND EARLIER FROM 49 STATES, DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, AND THE VIRGIN ISLANDS ARE COMPILED IN THIS REPORT OF DATA ON HANDICAPPED CHILDREN PROVIDED PHYSICIANS' SERVICES UNDER TITLE FIVE, PART TWO, OF THE SOCIAL SECURITY ACT. PART ONE PRESENTS NATIONAL SUMMARY TABLES AND BREAKDOWNS BY STATE AND REGION. IN PART TWO STATISTICS AND CHARTS GIVE NUMBER AND RATE OF CHILDREN RECEIVING PHYSICIANS' SERVICES UNDER THE CRIPPLED CHILDREN'S PROGRAM IN THE NATION'S 21 LARGEST CITIES. A COMPARISON OF RATES IN METROPOLITAN AND NONMETROPOLITAN COUNTIES IS MADE FOR EACH STATE. PART THREE PRESENTS NATIONAL SUMMARIES OF DIAGNOSTIC DATA FOR 1964 WITH QUALIFICATIONS. THIS DOCUMENT IS AVAILABLE FROM THE CHILDREN'S BUREAU, WELFARE ADMINISTRATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, WASHINGTON, D.C. 20201. (GB)

**ED 016 333** EC 001 196

*BARKER, FELIX S.*

**NORTH CAROLINA PUBLIC SCHOOLS, A STATUS REPORT OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED CHILDREN.**

NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.16 27P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *STATE PROGRAMS, CHILDREN, CURRICULUM, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PLANNING, PERSONNEL, PROGRAM ADMINISTRATION, QUESTIONNAIRES, RALEIGH, SCHOOL SURVEYS, STATE SURVEYS, STUDENT CHARACTERISTICS, SURVEYS, TEACHER CHARACTERISTICS, TEACHER EXPERIENCE, TRAINABLE MENTALLY HANDICAPPED,

THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION CONDUCTED A SURVEY DESIGNED TO EVALUATE THE PRESENT EFFECTIVENESS OF THE PROGRAM FOR TRAINABLE MENTALLY RETARDED (TMR) CHILDREN AND TO AID IN FUTURE PLANNING. OF 154 QUESTIONNAIRES DISTRIBUTED, 116 WERE RETURNED AND ASSESSED, ALONG WITH FORMS FOR TMR CLASSES FILED WITH THE DEPARTMENT. DATA DERIVED COVER ORGANIZATION AND ADMINISTRATION, THE TEACHER, PUPIL, AND CURRICULUM. TABLES REPORT ORGANIZATION OF CLASSES BY AGE RANGE, AVAILABILITY OF SEQUENTIAL PROGRAMS, AND AVAILABILITY OF SHELTERED WORKSHOPS. INFORMATION ON TEACHERS INCLUDES SEX, AGE, LEVEL OF TRAINING, TRAINING IN SPECIAL EDUCATION, COLLEGES ATTENDED FOR SPECIAL EDUCATION TRAINING, EXPERIENCE IN TMR CLASSROOMS, OTHER TEACHING EXPERIENCE, INSERVICE TRAINING, AND USE OF TEACHER'S AIDES. OTHER TABLES SHOW AGE AND IQ OF PUPILS, TMR CURRICULUM AREAS, A SUMMARY BY YEARS OF NUMBERS OF PUPILS AND TEACHERS IN THE TMR PROGRAM, AND A COMPARISON OF SEVEN OTHER STATES' TMR SERVICES. RECOMMENDED ARE GREATER COOPERATION OF SCHOOL ADMINISTRATIVE UNITS IN SPARSELY POPULATED AREAS, SMALLER AGE RANGES WITHIN CLASSES, ESTABLISHMENT OF SEQUENTIAL PROGRAMS WITH AT LEAST THREE CLASSES, MORE TEACHER COURSEWORK IN SPECIAL EDUCATION, AND MORE INSERVICE TRAINING ON CURRICULUM DEVELOPMENT AND TEACHING METHODS. THE TWO TMR TEACHER QUESTIONNAIRE AND CLASS REPORT FORMS ARE INCLUDED. (TS)

**ED 016 334** EC 001 203

*AVEDON, E.M.*

**RECREATION AND MENTAL RETARDATION.**

PUBLIC HEALTH SERVICE (DHEW), ARLINGTON, VA.

REPORT NUMBER PHS-PUB-1512

PUB DATE JUN 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *PROGRAM PLANNING, *RECREATION, ADOLESCENTS, CHILDREN, COMMUNITY RECREATION PROGRAMS, COMMUNITY RESOURCES, COMMUNITY SERVICES, MENTAL RETARDATION, PARENT RESPONSIBILITY, PHYSICAL DEVELOPMENT, PHYSICAL RECREATION PROGRAMS, PRESCHOOL CHILDREN, RECREATIONAL ACTIVITIES, RECREATIONAL FACILITIES, RECREATIONAL PROGRAMS, SCHOOL RECREATIONAL PROGRAMS, YOUNG ADULTS,

IN A DISCUSSION OF RECREATION AND MENTAL RETARDATION, RECREATION AND ITS ROLE IN PROVIDING ENJOYMENT AND OPPORTUNITIES TO LET OFF STEAM, RESOLVE CONFLICTS, AND IMPROVE FEELINGS OF PERSONAL WORTH

ARE DEFINED. THE IMPORTANCE OF RECREATION IN PREVENTING MOTOR RETARDATION AND PHYSIOLOGICAL AND PSYCHOLOGICAL IMPAIRMENTS IN THE MENTALLY RETARDED IS DESCRIBED. RECREATIVE RESPONSIBILITY IS PLACED PRIMARILY WITH THE FAMILY. HELPFUL AGENCIES, INCLUDING PUBLIC SCHOOLS, YOUTH ASSOCIATIONS, COMMUNITY CENTERS, AND MUNICIPAL RECREATION CENTERS, ARE LISTED. RECREATION PROGRAM PLANNING FOR THE RETARDED IS DISCUSSED, AND THE NEED TO PROVIDE ACTIVITIES APPROPRIATE TO EACH INDIVIDUAL'S SEX, AGE, SOCIOECONOMIC STATUS, AND ABILITIES IS PRESENTED. SPECIFIC SUGGESTIONS ARE GIVEN FOR HOME, SCHOOL, AND COMMUNITY AND AGENCY PROGRAMS. SEVERAL PROGRAMS ADMINISTERED BY THE DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE HAVING THE AUTHORITY TO SUPPORT ACTIVITIES IN THE FIELD OF RECREATION AND MENTAL RETARDATION ARE DESCRIBED. ALSO LISTED ARE (1) AGENCIES OF HELP IN ESTABLISHING LOCAL COMMUNITY RECREATION PROGRAMS, (2) FOUR NON-PROFIT AGENCIES IN MENTAL RETARDATION, (3) THREE NON-PROFIT AND 15 NATIONAL ORGANIZATIONS IN RECREATION, AND (4) NINE REFERENCES OF HELP IN DEVELOPING RECREATIONAL SERVICES FOR THE MENTALLY RETARDED. THIS DOCUMENT WAS PUBLISHED BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, AND IS AVAILABLE FOR $0.15. (JA)

**ED 016 335** EC 001 210

*HISKEY, MARSHALL S.*

**A SUMMARY REPORT ON THE REVISION AND RESTANDARDIZATION OF THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE.**

REPORT NUMBER VRA-RD1173-S

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD RESEARCH, *TESTS, APTITUDE TESTS, CHILDREN, DEAF, HISKEY-NEBRASKA TEST OF LEARNING APTITUDE, HNTLA, INDIVIDUAL TESTS, INTELLIGENCE TESTS, TEST RELIABILITY, TEST VALIDITY,

THE REVISION OF THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE (H-NTLA) WAS UNDERTAKEN TO MODERNIZE THE TEST MATERIALS, TO EXTEND THE TEST, AND TO PROVIDE UP-TO-DATE NORMS ON DEAF SUBJECTS AND HEARING SUBJECTS. THE ITEMS CONSIDERED FOR THE REVISION WERE ADMINISTERED TO NORMAL HEARING, DEAF, AND RETARDED SUBJECTS AGED 3 TO 17 YEARS. FOLLOWING THE ANALYSIS, THE RETAINED ITEMS WERE GROUPED INTO 12 POWER SUBTESTS. FINAL SAMPLES CONTAINED 1,079 DEAF CHILDREN (MOSTLY FROM SCHOOLS FOR THE DEAF) AND 1,074 HEARING CHILDREN (SELECTED ON THE BASIS OF PARENTAL OCCUPATION) OVER A 10 STATE AREA. NORMATIVE, RELIABILITY, AND VALIDITY DATA ARE BRIEFLY DISCUSSED. THE PERFORMANCES OF DEAF AND HEARING CHILDREN ON OTHER TESTS AND ON THE H-NTLA ARE COMPARED AND DISCUSSED. THE H-NTLA MAKES POSSIBLE THE EVALUATION OF A DEAF CHILD USING NORMS BASED ON DEAF CHILDREN. RESEARCH POTENTIAL OF THE H-NTLA IS EVIDENT IN ITS CURRENT USE IN A NUMBER OF PROJECTS DEALING WITH DEAF, RETARDED, AND EMOTIONALLY DISTURBED CHILDREN. PRICE AND AVAILABILITY INFORMATION ARE INCLUDED. (MK)

**ED 016 336** EC 001 275

**PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN CALIFORNIA.**

CALIFORNIA COORD. COUNC. ON PROG. FOR HANDICAPPED

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.56 37P.

DESCRIPTORS *EXCEPTIONAL CHILD SERVICES, *STATE PROGRAMS, ADMINISTRATION, ADOLESCENTS, CHILDREN, DELINQUENTS, DIRECTORIES, EMOTIONALLY DISTURBED, HANDICAPPED, HANDICAPPED CHILDREN, MENTAL ILLNESS, MENTALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, PROGRAM ADMINISTRATION, REHABILITATION, RESIDENTIAL PROGRAMS, RESIDENTIAL SCHOOLS, SACRAMENTO, SPECIAL PROGRAMS, SPECIAL SCHOOLS, VOCATIONAL REHABILITATION, WELFARE SERVICES,

THIS DIRECTORY LISTS THE PROGRAMS AND SERVICES AVAILABLE TO HANDICAPPED CHILDREN (AGED 21 OR YOUNGER) IN CALIFORNIA. THE DIRECTORY IS DIVIDED INTO SIX SECTIONS--(1) CRIPPLED CHILDREN'S SERVICES, (2) PUBLIC ASSISTANCE AND CHILD WELFARE, (3) SERVICES FOR MENTAL ILLNESS AND MENTAL RETARDATION, (4) SPECIAL SCHOOLS AND AND EDUCATIONAL SERVICES, (5) REHABILITATION, AND (6) YOUTH AUTHORITY. FOR EACH PROGRAM STATEMENTS APPEAR ON SUCH MATTERS AS--(1) LEGAL BASIS, (2) METHODS OF FINANCING, (3) ADMINISTRATION, (4) ELIGIBILITY REQUIREMENTS, (5) POSSIBLE BENEFITS, (6) REQUIREMENTS FOR PAYMENT OF EXPENSES, AND (7) STATISTICS ON MINORS CURRENTLY SERVED. EACH SECTION CONCLUDES WITH NAMES AND ADDRESSES OF LOCAL AGENCIES RESPONSIBILE FOR INFORMATION ABOUT PROGRAMS. (DF)

**ED 016 337** EC 001 286

*HAYNES, GORDON M.*

**NATIONAL DIRECTORY OF SPECIAL EDUCATION PREPARATION PROGRAMS, A LIST OF COLLEGES AND UNIVERSITIES OFFERING AN ORGANIZED SEQUENCE OF SPECIALIZED PREPARATION FOR TEACHERS AND OTHER PERSONNEL ENGAGED IN THE EDUCATION OF EXCEPTIONAL CHILDREN.**

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.60 38P.

DESCRIPTORS *EXCEPTIONAL CHILD SERVICES, *PROFESSIONAL EDUCATION, COLLEGE PROGRAMS, DIRECTORIES, PRESERVICE EDUCATION, TEACHER EDUCATION, TEACHER EDUCATION CURRICULUM, TEACHER PROGRAMS, UNIVERSITIES,

FOR EACH COLLEGE OR UNIVERSITY OFFERING AN ORGANIZED SEQUENCE OF SPECIALIZED PREPARATION FOR TEACHERS AND OTHER PERSONNEL ENGAGED IN THE EDUCATION OF EXCEPTIONAL CHILDREN, THE FOLLOWING INFORMATION IS PROVIDED--(1) AREAS OF SPECIALIZATION (APHASIA, BLIND AND PARTIALLY SEEING, CEREBRAL PALSIED, DEAF AND HARD OF HEARING, EDUCATIONALLY HANDICAPPED, EMOTIONALLY DISTURED, MENTALLY GIFTED, MENTALLY RETARDED, MULTIPLY HANDICAPPED, NEUROLOGICALLY HANDICAPPED, ORTHOPEDICALLY HANDICAPPED, AND SPEECH HANDICAPPED), (2) LEVEL OF PROGRAM OFFERED (BACHELOR, MASTER, DOCTORAL), AND (3) PERSON IN CHARGE OF THE SPECIAL EDUCATION PROGRAM, COLLEGES AND UNIVERSITIES ARE LISTED ALPHABETICALLY BY CITY WITHIN EACH STATE AND THE DISTRICT OF COLUMBIA. (RS)

**ED 016 338** EC 001 366

*MESIROW, LOUISE*

**INTERNATIONAL APPROACH TO LEARNING DISABILITIES OF CHILDREN AND YOUTH, ANNUAL INTERNATIONAL CONFERENCE OF THE ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, INC. (3RD, TULSA, OKLAHOMA, MARCH 3-5, 1966).**

ASSOCIATION FOR CHILDREN WITH LEARN. DISABILITIES

PUB DATE 5 MAR 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADJUSTMENT (TO ENVIRONMENT), *EXCEPTIONAL CHILD EDUCATION, *LEARNING DISABILITIES, *LEGISLATION, *VOCATIONAL EDUCATION, ADOLESCENTS, BEHAVIOR PROBLEMS, CASE STUDIES (EDUCATION), CHILDREN, EDUCATIONAL DIAGNOSIS, ELEMENTARY EDUCATION, ELEMENTARY GRADES, INDIVIDUAL NEEDS, INFORMATION PROCESSING, MEDICAL TREATMENT, OCCUPATIONAL THERAPISTS, PRESCHOOL PROGRAMS, SCREENING TESTS, YOUNG ADULTS,

SELECTED PRESENTATIONS (27) OF PARTICIPANTS IN THE THIRD INTERNATIONAL CONFERENCE OF THE ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES ARE PRESENTED. PAPERS FROM GENERAL SESSIONS DISCUSS THE FOLLOWING TOPICS--LEARNING DISABILITIES, A SCREENING SCALE, DIAGNOSIS AND REMEDIATION, ETIOLOGY, AND READING. OTHER TOPIC AREAS INCLUDE MEDICATION, THE OCCUPATIONAL THERAPIST, THE DIAGNOSTIC TEACHER, PLANS FOR EDUCATION FOR PRESCHOOL AND ELEMENTARY YEARS, THE ADOLESCENT AND YOUNG ADULT, VOCATIONAL EDUCATION, PLAN FOR LIVING, THERAPEUTIC MANAGEMENT, SEVERE READING DISABILITY, INFORMATION PROCESSING IN CHILDREN, A CASE STUDY, LEGISLATION, AND EASTER SEALS. SOME PAPERS PROVIDE REFERENCES. A CONFERENCE SUMMARY IS INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES, INC., 3739 SOUTH DELAWARE PLACE, TULSA, OKLAHOMA 74105, AND IS AVAILABLE FOR $2.50. (MY)

**ED 016 339** 40 EC 001 386

*CROSSON, JAMES E. DE JUNG, JOHN E.*

**THE EXPERIMENTAL ANALYSIS OF VOCATIONAL BEHAVIOR IN SEVERELY RETARDED MALES.**

OREGON UNIV., EUGENE

REPORT NUMBER BR-6-8066

FAIRVIEW HOSPITAL AND TRAINING CENTER, SALEM, OREGON

PUB DATE FEB 67

GRANT OEG-32-47-0230-6024

EDRS PRICE MF-$0.75 HC-$5.52 136P.

DESCRIPTORS *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *REINFORCEMENT, *VOCATIONAL REHABILITATION, ACTIVITY LEARNING, ADOLESCENTS, ADULTS, BEHAVIOR, CUSTODIAL MENTALLY HANDICAPPED, JOB TRAINING, LEARNING, LEARNING CHARACTERISTICS, MALES, OPERANT CONDITIONING, POSITIVE REINFORCEMENT, RESIDENTIAL SCHOOLS, TRAINABLE MENTALLY HANDICAPPED,

WORKING FROM A POPULATION OF SEVERELY AND PROFOUNDLY RETARDED RESIDENTIAL SCHOOL PATIENTS, AN AT-

TEMPT WAS MADE TO DEVISE AN EXPERIMENTAL PROGRAM FOR TRAINING SUBJECTS ON SELECTED WORKSHOP TASKS. TASK ANALYSIS WAS EMPLOYED TO DESCRIBE THE RESPECTIVE VOCATIONAL ENVIRONMENTS AND TO SPECIFY BEHAVIORAL REQUIREMENTS. TRAINING PROGRAMS BASED UPON THE SKINNERIAN PRINCIPLES OF SHAPING, OPERANT DISCRIMINATION, AND CHAINING OF RESPONSES WERE THEN DEVELOPED AROUND THE RESULTS OF THE TASK ANALYSIS. A PRELIMINARY STUDY WAS CONDUCTED TO DETERMINE THE RESPONSE ACQUISITION CHARACTERISTICS OF A RANDOM SAMPLE OF 10 SUBJECTS. THE DATA SUGGEST THAT THE ACQUISITION OF COMPLEX CHAINS OF OVER 100 DISCRETE BEHAVIORS IS REFLECTED IN POSITIVELY ACCELERATED EXPONENTIAL CURVES AND ARE, IN GENERAL, CONSISTENT WITH BEHAVIORAL PREDICTIONS DERIVED THROUGH THE AFOREMENTIONED PRINCIPLES. A SECOND STUDY WAS CONDUCTED TO TEST THE EFFECTS OF TWO REINFORCEMENT PROCEDURES ON THE MAINTENANCE OF THE ACQUIRED CHAINS, EMPLOYING TWO GROUPS OF 11 RANDOMLY SELECTED SUBJECTS. THE CONTROL GROUP WAS EXPOSED TO RELATIVELY LOW BUT CONSTANT LEVELS OF SOCIAL REINFORCEMENT. THE EXPERIMENTAL GROUP RECEIVED EXTRINSIC (TOKEN) REINFORCERS DELIVERED IN ACCORDANCE WITH PRESCRIBED SCHEDULES. THE RESULTS SUGGEST THAT SCHEDULES EXTRINSIC REINFORCEMENT MAINTAINED HIGHER AND MORE STABLE RATES OF VOCATIONAL BEHAVIOR THAN ESSENTIALLY NONCONTINGENT SOCIAL REINFORCEMENT. A BIBLIOGRAPHY LISTS 52 REFERENCES. TABLES, FIGURES, AND APPENDIXES ARE INCLUDED. (AUTHOR)

**ED 016 340** 40 EC 001 389
*LEVY, IRWIN S.*
**THE EFFECT OF AGE AS A VARIABLE ON THE SCORES OF THE HARRIS-GOODENOUGH DRAWING TEST OF EDUCABLE RETARDATES.**
NORTH CAROLINA UNIV., CHAPEL HILL
REPORT NUMBER BR-6-8739
PUB DATE AUG 67
GRANT OEG-2-6-068739-1751
**EDRS PRICE MF-$0.50 HC-$2.96** 72P.

DESCRIPTORS *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *TESTS, ADOLESCENTS, AGE, AGE DIFFERENCES, EDUCABLE MENTALLY HANDICAPPED, GROUP INTELLIGENCE TESTS, INTELLIGENCE TESTS, STANDARIZED TESTS, TEST RELIABILITY,

IN ORDER TO DETERMINE THE RELIABILITY OF PERFORMANCE OF RETARDED ADOLESCENTS ON THE HARRIS REVISION OF THE GOODENOUGH DRAW-A-MAN TEST (DAM) AND WHETHER THE DECLINE IN PERFORMANCE WHICH OCCURS IN NORMAL ADOLESCENTS AT THE MID-TEENS ALSO OCCURS WITH RETARDED ADOLESCENTS, 213 MALE AND 130 FEMALE SUBJECTS, AGED 11-20 YEARS AND WITH IQ'S OF 56-72, IN INTERMEDIATE AND SECONDARY CLASSES FOR THE EDUCABLE MENTALLY HANDICAPPED (EMH) IN NORTH CAROLINA WERE TESTED. THE DAM WAS ADMINISTERED IN GROUP FORM TO ALL THE SUBJECTS IN THEIR OWN CLASSROOMS. IT WAS READMINISTERED AFTER 7 MONTHS. OVERALL MEAN CHANGE FOR THE 343 SUBJECTS BETWEEN TEST AND RETEST WAS SIGNIFICANT (P IS LESS THAN .05). ANALYSIS OF VARIANCE PRODUCED SIGNIFICANT F-RATIOS SHOWING THAT STANDARD DEVIATIONS OF THE CHANGE DIFFERED AT VARIOUS CHRONOLOGICAL AGE GROUPS FOR THE MALES. RESULTS INDICATED THAT THE TEST-RETEST RELIABILITY WAS SIGNIFICANT (P IS LESS THAN .01). THE TEST IS USEFUL WITH EMH FEMALES TO AGE 16 AND WITH EMH MALES TO AGE 20 YEARS. ALTHOUGH THE MAXIMUM CHRONOLOGICAL AGE DIVISOR OF 15 WAS ESTABLISHED BY HARRIS, THE INTRA-SCORER RELIABILITY COEFFICIENT AFTER 6 WEEKS WAS .99. IN CONCLUSION, THE DAM TEST AS A MEASURE OF CONCRETE CONCEPT FORMATION SEEMS TO BE A RELIABLE INSTRUMENT FOR GAINING INFORMATION ABOUT MILDLY MENTALLY HANDICAPPED ADOLESCENTS. TWENTY-FIVE REFERENCES AND 19 TABLES ARE INCLUDED. (DT)

**ED 016 341** EC 001 390
*MOLITOR, M. GRAHAM AND OTHERS*
**A CURRICULUM FOR THE PRE-SCHOOL CHILD.**
SOUTHERN WISCONSIN COLONY SCHOOL DIST., UNION GROVE
WISCONSIN STATE DEPT. OF PUBLIC WELFARE, MADISON
PUB DATE JAN 67
**EDRS PRICE MF-$0.50 HC-$3.04** 74P.

DESCRIPTORS *CURRICULUM, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, CURRICULUM GUIDES, EDUCABLE MENTALLY HANDICAPPED, INSTITUTIONAL SCHOOLS, INSTITUTIONALIZED (PERSONS), PRESCHOOL CHILDREN, PRESCHOOL CURRICULUM, PRESCHOOL PROGRAMS, RESIDENTIAL PROGRAMS, RESIDENTIAL SCHOOLS, SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL, TRAINABLE MENTALLY HANDICAPPED,

THIS PRESCHOOL PROGRAM OF THE SOUTHERN WISCONSIN COLONY AND TRAINING SCHOOL IS PLANNED TO PROVIDE STIMULATION AND EXPERIENCES SIMILAR TO THOSE WHICH A MOTHER MIGHT PROVIDE AT HOME. EXPERIENCES PROVIDE OPPORTUNITIES FOR INDULGENCE OF CURIOSITY AND IMAGINATION, COMFORTABLE COMPETITION WITH SELF AND OTHERS, RECOGNITION AND ATTENTION AS AN INDIVIDUAL, PARTICIPATION TO FOSTER GROWTH IN INDIVIDUAL CAPACITIES, AND SOCIAL PARTICIPATION. EXPERIENCES ARE OUTLINED IN FOUR MAJOR AREAS--(1) SELF-CARE, (2) BODY USAGE, (3) BASIC KNOWLEDGE, AND (4) SELF EXPRESSION. TEACHING SUGGESTIONS ARE PRESENTED FOR EACH AREA. THE BIBLIOGRAPHY LISTS 10 ITEMS. (DF)

**ED 016 342** EC 001 491
*ISMAIL, A.H. GRUBER, J.J.*
**INTEGRATED DEVELOPMENT, MOTOR APTITUDE AND INTELLECTUAL PERFORMANCE.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CHILD DEVELOPMENT, *EXCEPTIONAL CHILD RESEARCH, *PERCEPTION, *PHYSICAL EDUCATION, ACADEMIC ACHIEVEMENT, ACHIEVEMENT, INTELLECTUAL DEVELOPMENT, INTELLIGENCE, INTELLIGENCE DIFFERENCES, PHYSICAL DEVELOPMENT, PHYSICAL FITNESS, PSYCHOMOTOR SKILLS, SEX DIFFERENCES,

THE RELATIONSHIP OF MOVEMENT RESPONSES TO LEARNING ACHIEVEMENT WERE INVESTIGATED (1) TO IDENTIFY FACTORS CLAIMED TO MEASURE MOTOR APTITUDE AND INTELLECTUAL ACHIEVEMENT IN PRE-ADOLESCENTS, (2) TO DEVELOP MOTOR APTITUDE TEST BATTERIES FOR PREDICTING INTELLECTUAL ACHIEVEMENT, (3) TO STUDY RELATIONSHIPS OF COORDINATION AND BALANCE TEST ITEMS IN PREDICTING INTELLECTUAL ACHIEVEMENT, (4) TO STUDY SEX DIFFERENCES IN MOTOR APTITUDE TEST ITEMS, AND (5) TO VALIDATE THESE FINDINGS THROUGH STUDYING EFFECTS OF AN ORGANIZED PHYSICAL EDUCATION PROGRAM ON INTELLECTUAL PERFORMANCE. A BATTERY OF MOTOR APTITUDE TEST ITEMS USEFUL IN PREDICTING ACADEMIC SUCCESS WAS SELECTED BY FACTOR ANALYSES. OTHER TESTS USED INCLUDED THE OTIS SHORT FORM TEST OF MENTAL ABILITY AND THE STANFORD STANDARD ACHIEVEMENT TESTS. BOYS (122) AND GIRLS (89) WERE USED AS SUBJECTS. THREE SUBGROUPS WERE ESTABLISHED FOR EACH SEX--(1) HIGH ACHIEVERS (IQ SCORES 125 AND ABOVE), (2) MEDIUM ACHIEVERS (IQ SCORES 95-100), AND (3) LOW ACHIEVERS (IQ SCORES 85 AND BELOW). RESULTS INDICATE THAT COORDINATION AND BALANCE ITEMS TESTED HAVE A HIGH DEGREE OF DISCRIMINATION POWER AMONG MEDIUM ACHIEVERS. INTERCORRELATIONS PERTAINING TO LEVELS OF INTELLECTUAL PERFORANCE INDICATE COORDINATION AND GROWTH ITEMS ARE RELATED TO ACADEMIC ACHIEVEMENT. FACTOR ANALYSIS OF THE 42 ITEMS REVEALED A UNIFORMITY OF FACTOR STRUCTURE PERTAINING TO SEX, BUT THAT THESE STRUCTURES LOSE THEIR UNIFORMITY IN THE THREE ACHIEVEMENT GROUPS. IT WAS CONCLUDED THAT THERE WAS A DEMONSTRATED RELATIONSHIP BETWEEN INTELLECTUAL ACHIEVEMENT AND CERTAIN PHYSICAL PERFORMANCE ITEMS. THE RELATIONSHIP WAS GREAT ENOUGH TO PERMIT PREDICTION. THUS AN ORGANIZED PHYSICAL EDUCATION PROGRAM DEVELOPED TO STUDY FURTHER ITS RELATIVE EFFECTIVENESS ON IQ AND ACADEMIC ACHIEVEMENT SCORES. THE ACTIVITIES INCLUDED CALISTHENICS, GYMNASTICS, TRACK AND FIELD EVENTS, GAMES, AND RHYTHMICS. THE ORGANIZED PROGRAM WAS FOUND TO HAVE NO EFFECT ON IQ SCORES BUT DID HAVE A FAVORABLE EFFECT ON ACADEMIC ACHIEVEMENT SCORES. A 67-ITEM BIBLIOGRAPHY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM CHARLES E. MERRILL BOOKS, INC., COLUMBUS, OHIO 42216, FOR $4.95. (DF)

**ED 016 343** EC 001 519
*GRIFFITHS, CIWA*
**CONQUERING CHILDHOOD DEAFNESS, A NEW TECHNIQUE FOR OVERCOMING HEARING PROBLEMS IN INFANTS AND CHILDREN.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD RESEARCH, *TEACHING METHODS, AUDITORY EVALUATION, AUDITORY TESTS, AUDITORY TRAINING, AURAL STIMULI, CHILDREN, DEAF, HEAR FOUNDATION, HEARING AIDS, HEARING EDUCATION THROUGH AUDITORY RESEARCH FOUNDATION, INFANTS,

A TECHNIQUE FOR OVERCOMING HEARING PROBLEMS IN INFANTS AND CHILDREN IS DESCRIBED IN THIS BOOK WHICH ALSO REPORTS ON 10 YEARS OF HEAR (HEARING EDUCATION THROUGH AUDITORY RESEARCH) FOUNDATION ACHIEVEMENTS. ANY CHILD IS ELIGIBLE

FOR AUDIOMETRIC EVALUATION AND/OR THERAPY AT THE FOUNDATION, WHICH ROUTINELY FITS CHILDREN WITH BINAURAL AIDS. EXPLANATIONS ARE GIVEN FOR AUDITORY PROCEDURES, TECHNIQUES FOR AUDITORY TRAINING AND SCREENING OF INFANTS, AND THE FITTING OF THE BINAURAL AIDS--TWO SEPARATE UNITS WITH MICROPHONES, POWER CONTROLS, AND RECEIVERS. THE HEAR TRAINING UNIT 1A WHICH CAN SUPPLY AN AMOUNT OF SOUND EQUIVALENT TO THE AMOUNT OF LOSS IN ANY FREQUENCY RANGE IS DESCRIBED. THE IMPORTANCE OF THE EARLY USE OF AMPLIFIED SOUND IS STRESSED. A STUDY OF 42 INFANTS, FROM AGE 30 DAYS TO 33 WEEKS, WHO WERE FITTED WITH BINAURAL AIDS AS SOON AS A HEARING LOSS WAS DISCOVERED IS REPORTED. AIDS WERE WORN ALL DAY AND THERAPY RANGED FROM 6 WEEKS TO MORE THAN 1 YEAR. OF THE INFANTS, 74 PERCENT BECAME NORMALLY RESPONSIVE. THEORIES FOR THE CHANGE IN HEARING LEVEL ARE PRESENTED. ALL 42 INFANT CASE STUDIES ARE BRIEFLY DISCUSSED. THE APPENDIXES INCLUDE PHOTOGRAPHS OF HARD OF HEARING CHILDREN, A DESCRIPTION OF THE HEAROMETER USED FOR SCREENING, AND TABLES CONTAINING DETAILS OF THE INFANT STUDY. THIS DOCUMENT IS AVAILABLE FROM EXPOSITION PRESS, INC., 386 PARK AVENUE SOUTH, NEW YORK, NEW YORK 10016 FOR $5.00. (GD)

**ED 016 344** **EC 001 582**
*LING, DANIEL*
**THE USE OF LOW FREQUENCY RESIDUAL HEARING IN PROFOUNDLY DEAF CHILDREN.**
MCGILL UNIV., MONTREAL (QUEBEC)
PUB DATE APR 66
**EDRS PRICE MF-$0.75 HC-$5.44 134P.**

DESCRIPTORS *AUDIOLOGY, *AUDITORY TRAINING, *AURALLY HANDICAPPED, *CHILDREN, *EXCEPTIONAL CHILD RESEARCH, AUDITION (PHYSIOLOGY), DEAF, HARD OF HEARING, HEARING AIDS, REHABILITATION,

IN ORDER TO TEST THE HYPOTHESIS THAT ADDITIONAL LOW FREQUENCY AMPLIFICATION WOULD CONTRIBUTE SIGNIFICANTLY TO THE AUDITION OF SPEECH, 12 CHILDREN WITH LOW FREQUENCY RESIDUAL HEARING WERE STUDIED, USING TWO INDIVIDUAL HEARING AIDS--AN EXPERIMENTAL MODEL WITH A FREQUENCY RANGE OF 80-3500 CYCLES PER SECOND (CPS) AND A STANDARD MODEL WITH A FREQUENCY RANGE OF 250-3500 CPS. THE SUBJECTS RANGED IN AGE FROM 7-16 YEARS AND WERE OF AVERAGE INTELLIGENCE. ALL HAD HEARING LOSS FROM BIRTH IN EXCESS OF 65 DECIBELS AT 500 CPS AND RESIDUAL HEARING ONLY FOR LOW TONES. FOLLOWING 1 WEEK OF TRAINING IN THE USE OF THE TWO HEARING AIDS, SIX TESTS OF AUDITION WERE GIVEN AND STATISTICALLY ANALYZED USING THE MANN WHITNEY TEST. THE SUBJECTS' AUDITION OF CONSONANTS WAS POOR WITH EITHER AID, BUT SIGNIFICANTLY (.01 LEVEL) BETTER RESULTS WERE OBTAINED WITH THE EXPERIMENTAL AID ON TESTS DESIGNED TO MEASURE THE RELATIVE AUDIBILITY OF VOICED PHONEMES, AUDIBILITY OF SYLLABIC STRUCTURE, AWARENESS OF STRESS, AND DISCRIMINATION OF VOWELS. OBTAINED FROM TWO QUESTIONNAIRES (ANALYZED BY THE 2-TAILED SIGN TEST), INDEPENDENT JUDGEMENTS OF THE PARENTS ALSO DEMONSTRATED THE SUPERIORITY OF LOW FREQUENCY AMPLIFICATION IN TERMS OF THE GREATER RANGE OF SOUNDS TO WHICH THEIR CHILDREN RESPONDED, THE GREATER DISTANCES AT WHICH THEY COULD ATTRACT THEIR CHILDREN'S ATTENTION, BETTER CONTROL OF PITCH IN CHILDREN'S VOICES, AND GREATER EASE OF COMMUNICATION. MORE GENERAL USE OF HEARING AIDS OF THE EXPERIMENTAL TYPE, WHICH AMPLIFY A WIDE RANGE OF SOUND FROM 80 CPS UPWARD, WAS RECOMMENDED FOR AUDITORY REHABILITATION WORK WITH DEAF CHILDREN WHO HAVE LOW-TONE RESIDUAL HEARING. THE REFERENCE LIST CITES 129 ITEMS. (JB)

**ED 016 345** **EC 001 584**
*LAZAR, ALFRED L. AND OTHERS*
**A SYLLABUS FOR CREATIVE AND INNOVATIVE SERVICES FOR THE MULTI-HANDICAPPED, SPECIAL STUDY INSTITUTE FOR THE MULTI-HANDICAPPED (LOS ANGELES, CALIFORNIA, OCTOBER 9-13, 1967).**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE OCT 67
**EDRS PRICE MF-$0.50 HC-$3.32 81P.**

DESCRIPTORS *EDUCATIONAL NEEDS, *EXCEPTIONAL CHILD EDUCATION, *MULTIPLY HANDICAPPED, *PROFESSIONAL EDUCATION, *PROGRAM PLANNING, INSTITUTES (TRAINING PROGRAMS), SACRAMENTO, STUDY GUIDES,

THIS SYLLABUS WAS DEVELOPED TO ASSIST THE PARTICIPANTS IN A 4-DAY INSTITUTE DESIGNED TO PROMOTE SPECIAL EDUCATION PROGRAMS FOR MULTIPLY HANDICAPPED CHILDREN. SECTION ONE OF THE SYLLABUS DESCRIBES THE ORGANIZATION AND OPERATIONS OF THE INSTITUTE INCLUDING CONSULTANTS, FACULTY, PANEL MEMBERS, DISCUSSION LEADERS AND RECORDERS, THE HOTEL PLAN, AND THE FILM SCHEDULE. THE SECOND SECTION ENUMERATES THE THEME FOR EACH DAY, THE PRESENTATION TOPICS, PANEL TOPICS, AND LISTS 68 SUGGESTIVE QUESTIONS WITH SPACE FOR WRITTEN REACTIONS FROM INSTITUTE PARTICIPANTS. THE THIRD SECTION LISTS A SELECTED BIBLIOGRAPHY OF ABOUT 325 ITEMS ON FIVE COMBINATIONS OF MULTIPLE DISABILITY IN CHILDREN. SECTION FOUR PRESENTS AN ANNOTATED LIST OF 36 SELECTED FILMS. (DF)

**ED 016 346** **EC 001 766**
*DITTMANN, LAURA L.*
**THE MENTALLY RETARDED CHILD AT HOME, A MANUAL FOR PARENTS.**
CHILDRENS BUREAU (DHEW), WASHINGTON, D.C.
REPORT NUMBER CB-PUB-374-1959
PUB DATE 59
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CHILD REARING, *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *SELF CARE SKILLS, ADOLESCENCE, CHILD DEVELOPMENT, CHILDHOOD NEEDS, EARLY CHILDHOOD, EDUCATION, PARENT CHILD RELATIONSHIP, PARENT ROLE, PARENTS, RECREATION, RECREATIONAL ACTIVITIES,

THIS MANUAL IS DEVOTED CHIEFLY TO THE MANAGEMENT OF YOUNG RETARDED CHILDREN AND CONCENTRATES ON DAY-TO-DAY ACTIVITIES--PHYSICAL HEALTH, MENTAL HEALTH, NEED FOR LOVE AND AFFECTION, SIBLING UNDERSTANDING, AND TRAINING IN SELF HELP AND OTHER SKILLS. EARLY CHARACTERISTICS AND NEEDS ARE DISCUSSED. THE FOLLOWING SKILLS ARE TREATED--FEEDING, DRINKING, BATHING, WALKING, BEHAVIOR, TOILET TRAINING, DRESSING, CLEARLINESS AND MANNERS, DISCIPLINE, SPEECH, PLAY AND GROUP EXPERIENCES. PROBLEMS OF SCHOOL ENTRANCE AND ADJUSTMENT TO ADOLESCENCE ARE CONSIDERED. A LIST OF SUGGESTED TOYS, EQUIPMENT, AND ACTIVITIES FOR HOME PLAY IS INCLUDED. THIS DOCUMENT IS AVAILABLE FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402 FOR $0.35. (DF)

**ED 016 347** **40** **EC 001 787**
*MINSKOFF, JOSEPH G.*
**THE EFFECTIVENESS OF A SPECIFIC PROGRAM BASED ON LANGUAGE DIAGNOSIS IN OVERCOMING LEARNING DISABILITIES OF MENTALLY RETARDED-EMOTIONALLY DISTURBED CHILDREN.**
YESHIVA UNIV., NEW YORK, N.Y.
REPORT NUMBER BR-6-8375
PUB DATE MAY 67
GRANT OEG-1-6-068375-1550
**EDRS PRICE MF-$0.75 HC-$7.36 182P.**

DESCRIPTORS *EMOTIONALLY DISTURBED, *EXCEPTIONAL CHILD RESEARCH, *LEARNING DISABILITIES, *MENTALLY HANDICAPPED, CHILDREN, LANGUAGE, LANGUAGE ABILITY, LANGUAGE HANDICAPS, LEARNING CHARACTERISTICS, PSYCHOLINGUISTICS, REMEDIAL PROGRAMS, REMEDIAL READING, SPEECH HANDICAPS, SPEECH THERAPY,

THE OBJECTIVES OF THIS STUDY WERE TO--(1) INVESTIGATE AND DESCRIBE THE LEARNING CHARACTERISTICS OF A GROUP OF MENTALLY RETARDED, EMOTIONALLY DISTURBED CHILDREN, AND (2) TEST THE EFFECTIVENESS OF A PSYCHOLINGUISTIC APPROACH TO THE REMEDIATION OF LEARNING DISABILITIES BY COMPARING THREE GROUPS--AN EXPERIMENTAL REMEDIAL TREATMENT GROUP, A COMPARISON REMEDIAL TREATMENT GROUP, AND A NON-TREATMENT GROUP. IN THE DESCRIPTIVE ASPECT OF THE STUDY, 32 EDUCABLE MENTALLY RETARDED, EMOTIONALLY DISTURBED CHILDREN (MEAN CHRONOLOGICAL AGE OF 12-6, MEAN MENTAL AGE OF 7-4, AND MEAN IQ OF 61) WERE GIVEN A DIAGNOSTIC BATTERY BASED ON AN EXTENDED MODEL OF PSYCHOLINGUISTIC FUNCTIONING. THE GROUP DID NOT EVIDENCE AN OVERALL DEFICIT IN THE ENTIRE AUTOMATIC-SEQUENTIAL LEVEL OF PSYCHOLINGUISTIC FUNCTIONING, A DEFICIT WHICH HAD BEEN POSITED IN OTHER RESEARCH AS TYPICAL OF THE RETARDED. EMOTIONAL DISTURBANCE AS WELL AS GROSS HETEROGENEITY IN THE GROUP'S PERFORMANCE WERE SEEN AS FACTORS PRECLUDING OBTAINMENT OF A SINGLE, GENERALIZED (I.E. TYPICAL) DEFICIT. IN THE REMEDIATION ASPECT, 15 OF THESE CHILDREN, MATCHED IN TRIADS BASED ON OBTAINED PSYCHOLINGUISTIC CHARACTERISTICS, WERE RANDOMLY ASSIGNED TO THREE GROUPS. EXCLUDING THE NON-TREATMENT GROUP, SUBJECTS WERE TUTORED INDIVIDUALLY FOR 30 SESSIONS. ALL 15 SUBJECTS WERE RETESTED ON THE 17-TEST DIAGNOSTIC BATTERY. THE EXPERIMENTAL GROUP, RECEIVING REMEDIATION BASED ON A LEARNING DISABILITY (I.E. PSYCHOLINGUISTIC) APPROACH, SHOWED GREATER GAINS IN DISABILITY AREAS AND OV-

ERALL LEVEL OF PSYCHOLINGUISTIC FUNCTIONING THAN THE OTHER TWO GROUPS. THE NON-TREATMENT GROUP SHOWED GREATER GAINS THAN THE COMPARISON GROUP WHICH HAD RECEIVED TRADITIONAL REMEDIATION. THE PSYCHOLINGUISTIC APPROACH TO REMEDIATION OF LEARNING DISABILITIES WAS SEEN AS EFFECTIVE INASMUCH AS THE FACTOR OF ATTENTION WAS CONTROLLED BY INCLUSION OF A COMPARISON TREATMENT GROUP. FOURTEEN TABLES AND 77 REFERENCES ARE INCLUDED. (AUTHOR)

**ED 016 348** 40 EC 001 861
*ROSS, DOROTHEA*
**THE RELATIONSHIP BETWEEN INTENTIONAL LEARNING, INCIDENTAL LEARNING AND TYPE OF REWARD IN PRESCHOOL EDUCABLE MENTAL RETARDATES.**
STANFORD UNIV., CALIF.
REPORT NUMBER BR-6-8144
PUB DATE JUN 67
GRANT OEG-4-6-068144-1777
EDRS PRICE MF-$0.25 HC-$1.96 47P.

DESCRIPTORS *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *REINFORCEMENT, CHILDREN, CHILDREN'S GAMES, CLASSROOM RESEARCH, EDUCABLE MENTALLY HANDICAPPED, GAMES, INCIDENTAL LEARNING, LEARNING, POSITIVE REINFORCEMENT, PRESCHOOL CHILDREN,

THE PURPOSE OF THIS RESEARCH WAS TO STUDY THE EFFECTS OF DIFFERENT REWARDS FOR INTENTIONAL LEARNING ON INCIDENTAL LEARNING ACQUIRED BY PRESCHOOL EDUCABLE MENTAL RETARDATES IN A GAME SITUATION. AN ADULT EXPERIMENTER TAUGHT EACH RETARDATE TO PLAY MOTOR, SOCIAL AND PROBLEM-SOVLING GAMES (INTENTIONAL LEARNING.) A SECOND ADULT SERVED AS A PLAYER AND EXHIBITED MANNERISMS (INCIDENTAL LEARNING) WHILE PLAYING. TO EMPHASIZE THE RULES, THIS PLAYER MADE ERRORS AND WAS CORRECTED BY THE EXPERIMENTER. THE PLAYERS EITHER WERE GIVEN TANGIBLE, SYMBOLIC, OR SOCIAL REWARDS, OR WERE NOT REWARDED. THEY RECEIVED ONLY ONE TYPE OF REWARD IN ANY ONE GAME. IT HYPOTHESIZED THAT THE HIGHEST INTENTIONAL AND LOWEST INCIDENTAL SCORES WOULD RESULT FROM TANGIBLE REWARDS. THE BEST INTENTIONAL-INCIDENTAL SCORE COMBINATION WOULD RESULT FROM SOCIAL AND SYMBOLIC REWARDS. THE HIGHEST INCIDENTAL SCORES WOULD OCCUR IN THE NO-REWARD CONDITION. THE FOLLOWING RESULTS WERE OBTAINED. IN EXPERIMENT ONE INTENTIONAL LEARNING DID NOT VARY AS A FUNCTION OF TYPE OF REWARD. SUCCESS IN THE GAME APPEARED TO BE A MORE POWERFUL REINFORCER THAN THE REWARDS OFFERED BY THE EXPERIMENTER (THE RETARDATE TYPICALLY EXPERIENCES SOCIAL PLAY DEPRIVATION AND FAILURE IN GAME SITUATIONS). IN EXPERIMENT, TWO ALL RETARDATES WERE ACCUSTOMED TO SUCCESS IN GAME SITUATIONS. THE HIGHEST INTENTIONAL SCORES RESULTED FROM TANGIBLE REWARDS. THE HIGHEST INCIDENTAL SCORES OCCURRED IN THE NO-REWARD CONDITION. THE INCIDENTAL SCORES IN THE TANGIBLE AND SOCIAL REWARD CONDITIONS DID NOT DIFFER. BOTH TANGIBLE AND SOCIAL REWARDS WERE ASSOCIATED WITH A SATISFACTORY INTENTIONAL-INCIDENTAL SCORE COMBINATION. DESCRIPTIONS OF THE GAMES ARE PRESENTED IN THE APPENDIX. A REFERENCE LIST INCLUDES 32 ITEMS. (AUTHOR)

**ED 016 349** 40 EC 001 862
*JOINER, LEE M. ERICKSON, EDSEL L.*
**SCALES AND PROCEDURES FOR ASSESSING SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS.**
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER BR-6-8720
PUB DATE AUG 67
GRANT OEG-3-6-068720
EDRS PRICE MF-$0.50 HC-$4.52 111P.

DESCRIPTORS *AURALLY HANDICAPPED, *EXCEPTIONAL CHILD RESEARCH, *TESTS, *VISUALLY HANDICAPPED, ADOLESCENTS, BLIND, DEAF, GROUP TESTS, HARD OF HEARING, LEARNING THEORIES, PARTIALLY SIGHTED, PSYCHOLOGICAL CHARACTERISTICS, PSYCHOLOGICAL TESTS, QUESTIONNAIRES, SELF CONCEPT, SELF CONCEPT AND ACADEMIC ABILITY SCALE, SOCIAL CHARACTERISTICS, TEST CONSTRUCTION, TEST RELIABILITY, TEST VALIDITY,

THIS IS A METHODOLOGICAL STUDY TO DETERMINE IF RELIABLE AND VALIDLY COMPARABLE DATA CAN BE OBTAINED FROM SCALES DESIGNED FOR USE WITH HEARING IMPAIRED, VISUALLY IMPAIRED, AND NON-IMPAIRED HIGH SCHOOL STUDENTS. THE MAJOR INSTRUMENTS ASSESSED SELF CONCEPT OF ACADEMIC ABILITY. IT WAS CONCLUDED ON THE BASIS OF CROSS-VALIDATION AND OTHER ANALYTICAL PROCEDURES THAT RELIABLE AND VALIDLY COMPARABLE DATA CAN BE OBTAINED IN MASS TESTING WHEN CERTAIN METHODOLOGICAL PROCEDURES ARE FOLLOWED. A SUBPHASE OF THE STUDY INCLUDED A COMPARATIVE ANALYSIS OF IMPAIRED RESIDENTIAL AND NON-IMPAIRED PUBLIC HIGH SCHOOL STUDENTS. IT WAS CONCLUDED THAT (1) SELF CONCEPT OF ABILITY ACCOUNTS FOR MORE VARIATION IN GRADE POINT AVERAGE THAN IQ, (2) SELF CONCEPT IS AN INTERVENING VARIABLE BETWEEN ACHIEVEMENT AND PERCPETIONS OF OTHERS, (3) TEACHERS' EVALUATIONS HAVE A GREATER IMPACT ON SELF CONCEPT OF STUDENTS WHO ARE IMPAIRED AND IN RESIDENTIAL SCHOOLS THAN ON NON-IMPAIRED STUDENTS IN PUBLIC SCHOOLS, (4) PARENTS OF HEARING IMPAIRED RESIDENTIAL STUDENTS ARE PERCEIVED AS BEING LESS CONCERNED ABOUT HOW WELL THEY DO IN SCHOOL WHEN COMPARED TO PARENTS OF VISUALLY IMPAIRED AND NON-IMPAIRED STUDENTS, AND (5) THE HEARING IMPAIRED CAME FROM FAMILIES WITH LOWER SOCIOECONOMIC STATUS LEVELS. RECOMMENDATIONS ARE GIVEN FOR DEVELOPING SCALES AND ADMINISTRATIVE PROCEDURES FOR OBTAINING RELIABLE AND COMPARABLE SOCIAL-PSYCHOLOGICAL DATA THROUGH QUESTIONNAIRES AND FOR EXTENDING SOCIAL-PSYCHOLOGICAL RESEARCH INVOLVING HEARING IMPAIRED, VISUALLY IMPAIRED, AND NON-IMPAIRED POPULATIONS. APPENDIXES INCLUDE QUESTIONNAIRE SCHEDULES, SCHOOL RECORDS DATA, AND ADDITIONAL TABLES. FORTY REFERENCES ARE GIVEN. (AUTHOR)

**ED 016 350** EC 002 026
*CORTER, HAROLD M. MCKINNEY, JAMES D.*
**COGNITIVE FLEXIBILITY TRAINING WITH EDUCABLE RETARDED AND BRIGHT NORMAL CHILDREN OF THE SAME MENTAL AGE.**
PUB DATE DEC 66
EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS *COGNITIVE PROCESSES, *EXCEPTIONAL CHILD RESEARCH, *MENTALLY HANDICAPPED, *TESTS, CHILDREN, COGNITIVE ABILITY, COGNITIVE DEVELOPMENT, COGNITIVE TESTS, INTELLIGENCE, INTELLIGENCE LEVEL, INTELLIGENCE TESTS, TEST RESULTS,

THE MAJOR PURPOSE OF THIS STUDY WAS TO DEVELOP A COGNITIVE TRAINING PROGRAM DESIGNED TO INCREASE MENTALLY RETARDED AND NORMAL SUBJECTS' PERFORMANCES ON FLEXIBILITY-TYPE TASKS AND GENERAL INTELLIGENCE TESTS. A TEST BATTERY OF FIVE TESTS (STENCIL DESIGN, EMBEDDED FIGURES, PICTURE ANOMALIES, OBJECT SORTING, AND TELL ABOUT THIS), DESIGNED TO MEASURE COGNITIVE FLEXIBILITY (CF), AND THE STANFORD-BINET INTELLIGENCE SCALE (SB), FORM L-M, WERE ADMINISTERED TO 32 EDUCABLE RETARDED AND 32 NORMAL CHILDREN IN SPECIAL EDUCATION CLASSES AND KINDERGARTEN. TWO CLASSES OF EACH GROUP OF CHILDREN WERE USED AND WERE MATCHED ON MENTAL AGE AND SEX. THE EXPERIMENTAL GROUPS RECEIVED CF TRAINING IN 30 TO 45 MINUTE SESSIONS FOR 20 DAYS. EXERCISES PROVIDED PRACTICE IN SHIFTING FOR THREE GENERAL AREAS OF TRAINING--PERCEPTUAL, CONCEPTUAL, AND SPONTANEOUS FLEXIBILITY. AT THE END OF THIS TIME ALL SUBJECTS WERE RETESTED. RESULTS INDICATED THAT THE MEAN DIFFERENCE IN THE PRETEST CF TOTAL SCORES BETWEEN THE RETARDED AND NORMAL GROUPS WAS SIGNIFICANT AT THE .05 LEVEL, SHOWING A DIFFERENCE IN INITIAL FLEXIBILITY FAVORING THE NORMAL GROUP. THE MEAN CHANGE IN CF TOTAL SCORE FOR BOTH EXPERIMENTAL RETARDED AND NORMAL GROUPS WAS HIGHLY SIGNIFICANT (P IS LESS THAN .001). THE MEAN CHANGE IN CF TOTAL SCORE WAS NOT SIGNIFICANT FOR THE RETARDED CONTROL GROUP BUT WAS SIGNIFICANT FOR THE NORMAL CONTROL GROUP AT THE .001 LEVEL. AN ANALYSIS OF VARIANCE OF IMPROVEMENT IN CF TOTAL SCORES SHOWS THE F-RATIO FOR TREATMENT EFFECTS HIGHLY SIGNIFICANT (P IS LESS THAN .0005). THE MEAN INCREASE IN IQ FOR THE RETARDED EXPERIMENTAL GROUP WAS SIGNIFICANTLY DIFFERENT FROM ZERO AT THE .001 LEVEL, WHILE THAT FOR THE NORMAL EXPERIMENTAL GROUP WAS SIGNIFICANT AT THE .01 LEVEL. NEITHER MEAN DIFFERENCE FOR THE CONTROL GROUPS APPROACHED SIGNIFICANCE AT THE .05 LEVEL. THE ANALYSIS OF VARIANCE FOR CHANGE IN IQ SHOWS THE TREATMENT EFFECTS WERE SIGNIFICANT AT .01 LEVEL. IT WAS CONCLUDED THAT THE TRAINING PROGRAM WAS EFFECTIVE IN PRODUCING SIGNIFICANT INCREASES IN COGNITIVE FLEXIBILITY AND IN IQ. SEVERAL LIMITATIONS OF THE STUDY ARE NOTED. FIVE TABLES AND A REFERENCE LIST OF 23 ITEMS ARE INCLUDED. (RS)

**ED 016 351** EC 002 050
*HALL, ROBERT E. LEHMAN, EILEEN F.*
**SOME COLLEGES AND UNIVERSITIES WITH SPECIAL FACILITIES TO ACCOMODATE HANDICAPPED STUDENTS, A DIRECTORY.**
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

PUB DATE MAY 67
EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *EXCEPTIONAL CHILD EDUCATION, *PHYSICALLY HANDICAPPED, COLLEGE BUILDINGS, COLLEGES, COUNSELING SERVICES, DIRECTORIES, FEDERAL PROGRAMS, HANDICAPPED STUDENTS, ORTHOPEDICALLY HANDICAPPED, PHYSICAL EDUCATION, PHYSICAL FACILITIES, SPECIAL COUNSELORS, SPECIAL SERVICES, UNIVERSITIES, VOCATIONAL REHABILITATION,

THIS DIRECTORY LISTS 190 UNITED STATES COLLEGES AND UNIVERSITIES ENROLLING MORE THAN 1000 STUDENTS IN 40 STATES AND THE DISTRICT OF COLUMBIA WHICH PROVIDE AT LEAST TWO OF SIX CONVENIENCES FOR HANDICAPPED STUDENTS--(1) ON-CAMPUS HOUSING RAMPS, (2) CLASSROOM RAMPS, (3) LIBRARY RAMPS, (4) BEVELED CURBS, (5) RESERVED PARKING, AND (6) MODIFIED TOILET FACILITIES. THE DIRECTORY ALSO INDICATES THE PRESENCE OF RELATED SERVICES--SPECIAL COUNSELORS, REGULAR VOCATIONAL REHABILITATION SERVICE VISITS, AND ADAPTED PHYSICAL EDUCATION. FURTHER DESCRIPTIVE INFORMATION ABOUT EACH INSTITUTION INCLUDES LOCATION, CONTROL (PUBLIC OF PRIVATE), LENGTH OF PROGRAM OFFERED, TYPE OF STUDENT BODY (COED, MALE, FEMALE), AND WHETHER THE INSTITUTION PARTICIPATES IN THE PUBLIC LAW 85-926 (AS AMENDED) TRAINEESHIP-FELLOWSHIP PROGRAMS. THE DIRECTORY NOTES OTHER FEDERAL FINANCIAL AID PROGRAMS BRIEFLY--COLLEGE WORK-STUDY PROGRAM, NATIONAL DEFENSE STUDENT LOANS, EDUCATIONAL OPPORTUNITY GRANTS, AND GUARANTEED LOANS. ALSO CITED ARE SOME STATE AND PRIVATE SOURCES OF SCHOLARSHIPS AND LOANS. (DF)

**ED 016 352 EF 000 416**

**STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE C-1, ONE-STORY SENIOR HIGH SCHOOL 800 EXPANDABLE TO 1000 PUPILS.**

NEW YORK STATE DEPT. OF PUBLIC WORKS, ALBANY
CHAPMAN, EVANS AND DELEHANTY, NEW YORK, N.Y.
EDRS PRICE MF-$0.25 HC-$1.60 38P.

DESCRIPTORS *SCHOOL DESIGN, *SCHOOL LOCATION, *SENIOR HIGH SCHOOLS, FALLOUT SHELTERS, PHYSICALLY HANDICAPPED, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE, TEAM TEACHING,

THE PROGRAM FOR A SENIOR HIGH SCHOOL FACILITY REQUIRED A ONE-STORY BUILDING FOR 800 PUPILS WITH THE POTENTIAL FOR ACCOMMODATING AN INCREASE OF 200 PUPILS. EMPHASIS WAS TO BE PLACED ON SATISFYING THE VARYING SITE CONDITIONS WITHIN THE STATE. SITE VARIATION IN TERMS OF--(1) ACCESS, (2) TOPOGRAPHY, (3) ORIENTATION, AND (4) SOIL CONDITIONS SUGGESTED EXPRESSION OF MAJOR ELEMENTS IN AN OPEN PLAN. THE FIVE BASIC FUNCTIONAL UNITS ARE--(1) AUDITORIUM AND SHOPS, (2) GYMNASIUM AND CAFETERIA, (3) SCIENCE CLASSROOMS, (4) LIBRARY AND TEAM TEACHING, AND (5) GENERAL STUDIES. THE CONSEQUENT INTEGRATION OF ELEMENTS PROVIDES CLOSE STUDENT-TEACHER CONTACT WITH A MINIMUM OF CORRIDORS AND THE PROVISION OF OUTDOOR TEACHING SPACE. INCLUDED AS PROJECT CONSIDERATIONS ARE--(1) PROVISIONS FOR THE PHYSICALLY HANDICAPPED, (2) MODULAR DRAFTING DATA, (3) STRUCTURAL CRITERIA, (4) MECHANICAL SYSTEMS DATA, (5) BUILDING MATERIAL SUGGESTIONS, AND (6) FALLOUT PROTECTION DATA. A FLOOR PLAN AND PERSPECTIVE ARE INCLUDED. (MH)

**ED 016 353 EF 000 556**

**STATE OF NEW YORK STANDARD SCHOOL PLAN TYPE B-1, ONE-STORY JUNIOR HIGH SCHOOL 800 EXPANDABLE TO 1000 STUDENTS.**

NEW YORK STATE DEPT. OF PUBLIC WORKS, ALBANY
LYMAN (DUANE) AND ASSOCIATES, BUFFALO, N.Y.
EDRS PRICE MF-$0.25 HC-$1.12 26P.

DESCRIPTORS *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, *SCHOOL LOCATION, SCHOOL CONSTRUCTION, SCHOOL EXPANSION, SCHOOL SPACE,

THE DESIGN OF THIS ONE-STORY, ECONOMICALLY PLANNED JUNIOR HIGH SCHOOL IS DEVELOPED TO SUIT A GENERALIZED SET OF AREA CHARACTERISTICS. THE FEATURES OF THIS SCHOOL FOR 800 TO 1000 PUPILS ARE SUITABLE FOR EITHER A RAPIDLY DEVELOPING SUBURB OF A LARGE CITY OR THE OUTSKIRTS OF A RAPIDLY GROWING VILLAGE. THE BASIC SITE OF 20 TO 30 ACRES SUPPORTS A TIGHT COMPACT PLAN OF A REASONABLY OPEN AND FLEXIBLE CHARACTER. THE CLASSROOMS ARE ARRANGED IN THREE COURT-SEPARATED WINGS WHICH OPEN OFF THE MAIN CORRIDOR. INCLUDED AS DESIGN CONSIDERATIONS ARE--(1) A SCHEDULE OF SPACES, (2) IMPORTANT DESIGN PROVISIONS, (3) EXPANSION DATA, (4) CONSTRUCTION DATA, AND (5) PROJECT IMPLEMENTATION INFORMATION. A FLOOR PLAN IS CONCLUDED. (MH)

**ED 016 354 EF 000 924**

*MACCONNELL, JAMES D. ODELL, WILLIAM R.*
PLUMBING FIXTURES FOR EDUCATIONAL FACILITIES.
STANFORD UNIV., CALIF., SCHOOL PLANNING LAB.
PUB DATE 59
EDRS PRICE MF-$0.25 HC-$2.24 54P.

DESCRIPTORS *PLUMBING, *SANITARY FACILITIES, EQUIPMENT, EQUIPMENT MANUFACTURERS, LABORATORY EQUIPMENT,

A STUDY OF PLUMBING FIXTURES FOR USE IN EDUCATIONAL FACILITIES WAS MADE TO PROVIDE MANUFACTURERS, ARCHITECTS, AND EDUCATORS WITH A GUIDE TO THE NECESSARY SANITARY FACILITIES REQUIRED FOR--(1) MAINTENANCE OF HEALTH STANDARDS, (2) IMPROVED SUPERVISION, (3) REDUCED MAINTENANCE, AND (4) ENRICHMENT OF THE EDUCATIONAL PROGRAM. THE STUDY IS PRESENTED IN THREE SECTIONS--(1) A DISCUSSION OF EDUCATIONAL PROGRAMS, FACILITIES, AND PLUMBING REQUIREMENTS FOR FIVE GRADE GROUPS FROM KINDERGARTEN THROUGH HIGH SCHOOL, (2) A DISCUSSION OF DATA OBTAINED IN A SURVEY OF 10,000 TEACHERS, PRINCIPALS, AND MAINTENANCE PEOPLE IN 33 CITIES, AND (3) RECOMMENDATIONS FOR SELECTION, INSTALLATION, AND MAINTENANCE OF PLUMBING FIXTURES IN EDUCATIONAL FACILITIES. A BIBLIOGRAPHY OF RELEVANT LITERATURE IS PROVIDED. (JT)

**ED 016 355 EF 000 985**

**A PLANNING GUIDE FOR VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL BUILDING FACILITIES FOR COMPREHENSIVE HIGH SCHOOLS, NUMBER 18.**

STATE UNIV. OF N.Y., ALBANY
PUB DATE APR 64
EDRS PRICE MF-$0.25 HC-$1.48 35P.

DESCRIPTORS *INDUSTRIAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL EDUCATION, *VOCATIONAL HIGH SCHOOLS, BUILDING DESIGN, LIGHTING, SCHOOL DESIGN, SCHOOL SPACE, VOCATIONAL SCHOOLS, VOCATIONAL TRAINING CENTERS, WORK ENVIRONMENT,

THIS BOOKLET IS INTENDED AS A GUIDE FOR THOSE RESPONSIBLE FOR PLANNING VOCATIONAL HIGH SCHOOL FACILITIES. DISCUSSION OF TYPES OF INDUSTRIAL EDUCATION, PLANNING PROCEDURES, AND GENERAL CONSIDERATIONS ARE INCLUDED AND INFORMATION IS GIVEN ON--(1) SIZES, SHAPES, AND NUMBER OF SHOPS, (2) BUILDING FLEXIBILITY, (3) LAYOUT OF FLOOR SPACE, (4) SERVICES IN SHOPS, (5) AUXILIARY FACILITIES, (6) FLOORS, (7) ACOUSTICS, (8) PROVISIONS FOR VISUAL COMFORT AND EFFICIENCY, AND (9) HEATING AND VENTILATION. TABLES AND RECOMMENDATIONS FOLLOW DISCUSSIONS WHEN APPROPRIATE, AND A BIBLIOGRAPHY OF RELEVANT LITERATURE IS PROVIDED. (JT)

**ED 016 356 EF 001 000**

*PECCOLO, CHARLES*
THE EFFECT OF THERMAL ENVIRONMENT ON LEARNING, A PILOT STUDY.
IOWA UNIV., IOWA CITY, IOWA CTR. FOR RES. SCH.ADM.
PUB DATE 62
EDRS PRICE MF-$0.25 HC-$1.40 33P.

DESCRIPTORS *AIR CONDITIONING, *ENVIRONMENTAL CRITERIA, *ENVIRONMENTAL RESEARCH, *LEARNING, *THERMAL ENVIRONMENT, AIR CONDITIONING EQUIPMENT, BUILDING DESIGN, CLIMATE CONTROL, CONTROLLED ENVIRONMENT, DESIGN NEEDS, EDUCATIONAL EXPERIMENTS, ENVIRONMENTAL INFLUENCES, HEATING, PHYSICAL ENVIRONMENT, TEMPERATURE, VENTILATION,

THIS IS A REPORT OF A FIRST PILOT STUDY WHICH PRECEDES A SERIES OF STUDIES BEING CONDUCTED BY THE IOWA CENTER FOR RESEARCH IN SCHOOL ADMINISTRATION AND LENNOX INDUSTRIES INC., MARSHALLTOWN, IOWA. IT IS A DIGEST OF A THESIS BY DR. CHARLES PECCOLO WHO SERVED AS RESEARCHER ON THIS FIRST STUDY. THE STUDY AIMED AT MEASURING THE EFFECTS OF THERMAL CONDITIONS ON THE LEARNING PROCESS AND ON LEARNING. THE CONCERN WAS TO STUDY THE MODEL ENVIRONMENT AS NOW ESTABLISHED BY RESEARCH AND WRITINGS AND TO COMPARE IT WITH A MARGINAL ENVIRONMENT. THE FOURTH GRADE SUBJECTS USED WERE TESTED IN VARIOUS FUNCTIONS UNDER TWO CONTRASTING THERMAL ENVIRONMENTS WHICH DIFFERED IN TEMPERATURE, HUMIDITY, AND AIR MOVEMENT. THE FIRST PIECE OF RESEARCH SHOWED DEFINITE BENEFITS FOR CHILDREN IN A CAREFULLY CONTROLLED THERMAL ENVIRONMENT. HOWEVER, SCHOOL BOARDS AND SUPERINTENDENTS SHOULD NOT EMBARK ON AMBITIOUS PROGRAMS TO AIR CONDITION SCHOOLS USING THIS RESEARCH AS THE SOLE BASIS FOR DOING SO. THIS RESEARCH ALONG WITH OTHER EVIDENCE CAN GIVE STRONG SUPPORT FOR CONSIDERATION OF THERMAL CONDITIONS IN PLANNING SCHOOLS. THIS DIGEST INCLUDES--(1) INTRODUCTION TO THE PROBLEM, (2) DEVELOPMENT OF THE THERMAL CONCEPT AND A REVIEW OF

THE LITERATURE, (3) EXPERIMENTAL PROCEDURES AND CONDITIONS, (4) ANALYSIS OF THE RESULTS, AND (5) SUMMARY AND CONCLUSIONS. CHARTS, GRAPHS, AND TABLES ARE INCLUDED. (RK)

**ED 016 357** **EF 001 009**
CAMPUS DESIGN STUDY, DUKE UNIVERSITY.
CAUDILL, ROWLETT, SCOTT AND ASSOCIATES, BRYAN, TEX
PUB DATE NOV 63
EDRS PRICE MF-$0.50 HC-$2.56 62P.
DESCRIPTORS *ARCHITECTURAL CHARACTER, *ARCHITECTURAL ELEMENTS, *COLLEGE BUILDINGS, *DORMITORIES, *SCHOOL ARCHITECTURE, BUILDING DESIGN, CAMPUS PLANNING, COLLEGE HOUSING, SCHOOL LOCATION,
THE STUDY OF THIS UNIVERSITY DEALT PRIMARILY WITH THE WEST CAMPUS IN WHICH MAJOR FUTURE GROWTH WOULD OCCUR. PART 'A' CONSISTS OF AN ANALYSIS OF THE EXISTING ARCHITECTURE WITH RECOMMENDATIONS FOR FUTURE DESIGN CRITERIA. CHARACTER IS ANALYZED IN TERMS OF--(1) VERTICALITY, (2) SCALE, (3) RICHNESS, AND (4) VARIETY AND UNITY, WHILE ARCHITECTURAL COMPONENTS SUCH AS--(1) STRUCTURE, (2) MATERIALS, (3) COLOR, (4) ROOFS, AND (5) WINDOWS ARE EXAMINED IN TERMS OF EXPRESSION. FACTORS OF COMPOSITION RELATED TO THE CREATION OF VOLUME AND SPACE FORM THE LAST SECTION OF THIS ANALYSIS. PART 'B' IS A CASE STUDY ILLUSTRATING THE APPLICATION OF THE DEVELOPED CRITERIA TO A SPECIFIC PROJECT--A PROPOSED GRADUATE STUDENT CENTER. DEVELOPMENT IS TRACED THROUGH THE STAGES OF--(1) PROGRAM CREATION, (2) SITE AND LOCATION ANALYSIS, (3) PROJECT DESIGN, AND (4) CRITIQUE AND FOLLOW-UP. PLANS, ELEVATIONS, AND CONCEPTUAL SKETCHES AND DIAGRAMS ARE MH)

**ED 016 358** **EF 001 072**
*LEGGET, STANTON QUALLS, GEORGE*
WALLS WALLS WALLS WALLS THAT WORK, NEW WALL SYSTEMS FREE THE ADMINISTRATOR TO PLAN INTERIOR SPACES IN WHICH EDUCATIONAL NEEDS ARE PRIMARY.
PUB DATE FEB 63
THIS DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *MOVABLE PARTITIONS, *MULTIPURPOSE CLASSROOMS, ARCHITECTURE, AUDITORIUMS, BUILDING DESIGN, BUILDING INNOVATION, EQUIPMENT DESIGN,
BECAUSE OF CHANGING ENROLLMENTS AND TEACHING PRACTICES, MODERN SCHOOLS NEED THE FLEXIBILITY THAT CAN BE PROVIDED BY MOVABLE OR EASILY DEMOUNTABLE WALLS. USED AS TEACHING AIDS, SPACE DIVIDERS, SPACE CHANGERS, AND DISPLAY PANELS, THESE WALLS ARE USUALLY MOST EFFECTIVE WHEN USED IN LARGE SPACES SUCH AS AUDITORIUMS, GYMNASIUMS, LIBRARIES, OR CAFETERIAS. BUILDINGS DESIGNED WITH MOVABLE WALLS IN MIND SHOULD HAVE FLAT CEILINGS, STRAIGHT EXTERIOR WALLS, AND EVEN LIGHTING DISTRIBUTION. THIS ARTICLE APPEARED IN THE FEBRUARY, 1963, ISSUE OF EDUCATIONAL EXECUTIVE'S OVERVIEW. COPIES MAY BE OBTAINED BY WRITING TO THE EDITOR, EDUCATIONAL EXECUTIVE'S OVERVIEW, BUTTENHEIM PUBLISHING CORPORATION, 757 THIRD AVENUE, NEW YORK, N.Y. (JT)

**ED 016 359** **EF 001 080**
*ARTZ, DELPHINE AND OTHERS*
THE INSTRUCTIONAL MATERIALS CENTER.
MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING
REPORT NUMBER BULL-369
PUB DATE 65
EDRS PRICE MF-$0.25 HC-$1.72 41P.
DESCRIPTORS *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL MATERIALS CENTERS, *LIBRARIES, CARRELS, INDIVIDUAL STUDY, MICHIGAN, STUDY FACILITIES,
THIS BULLETIN PRESENTS RECOMMENDATIONS WITH REGARD TO PROGRAM, PERSONNEL, AND FACILITIES FOR AN INSTRUCTIONAL MATERIALS CENTER. IT INCLUDES UTILIZATION, MATERIALS, FACILITIES, ORGANIZATION AND LAYOUTS FOR AN INSTRUCTIONAL MATERIALS CENTER. CASE STUDIES AND EXAMPLES ARE PROVIDED FOR MAKING THE MAXIMUM POSSIBLE USAGE OF THE CENTER WITHIN BOTH THE SCHOOL AND THE COMMUNITY. (BD)

**ED 016 360** **EF 001 081**
*POWERS, ALICE*
HERE'S HOW TO DESIGN A SCHOOL CAFETERIA.
AMERICAN SCHOOL FOOD SERVICE ASSN., DENVER, COLO.
PUB DATE DEC 64
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *FOOD HANDLING FACILITIES, EQUIPMENT, LUNCH PROGRAMS,
A DISCUSSION IS PRESENTED OF THE FACTORS INVOLVED IN DESIGNING A SYSTEM OF "UNIT KITCHENS." REASONS FOR CHOICE OF A UNIT SYSTEM OVER A CENTRAL KITCHEN ARE GIVEN, AND A DETAILED ANALYSIS OF THE FACTORS INVOLVED IN DESIGNING AND EQUIPPING SUCH FACILITIES IS PRESENTED. THIS ARTICLE APPEARED IN THE NOVEMBER-DECEMBER 1964 ISSUE OF THE SCHOOL LUNCH JOURNAL. COPIES MAY BE OBTAINED BY WRITING TO THE EDITOR, SCHOOL LUNCH JOURNAL, AMERICAN "SCHOOL" FOOD SERVICE ASSOCIATION, 701 SOUTH LOGAN, DENVER, COLORADO. (JT)

**ED 016 361** **EF 001 113**
*HOLLWECK, LAWRENCE V.*
AN OVERVIEW OF EDUCATIONAL TELEVISION.
RADIO CORP. OF AMERICA, CAMDEN, N.J.
PUB DATE 65
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, AIRBORNE TELEVISION, AUDIOVISUAL AIDS, CLOSED CIRCUIT TELEVISION, ELECTRONIC EQUIPMENT, TELEVISION,
A BRIEF PRESENTATION OF THE MERITS AND PROBLEMS INVOLVED WITH EDUCATIONAL TELEVISION IS GIVEN. INCLUDED IS A DISCUSSION OF THE RELATIVE ADVANTAGES OF CONVENTIONAL AND CLOSED CIRCUIT SYSTEMS, WITH RESPECT TO INITIAL AND OPERATING COSTS AND PERFORMANCE. THIS ARTICLE APPEARED IN THE SEPTEMBER, 1966, ISSUE OF THE AMERICAN SCHOOL BOARD JOURNAL. COPIES MAY BE OBTAINED BY WRITING TO THE EDITOR, AMERICAN SCHOOL BOARD JOURNAL, BRUCE PUBLISHING CO., 400 NORTH BROADWAY, MILWAUKEE, WISCONSIN. (JT)

**ED 016 362** **EF 001 114**
EDUCATIONAL TV STATIONS IN THE UNITED STATES, JANUARY, 1965.
RADIO CORP. OF AMERICA, CAMDEN, N.J.
REPORT NUMBER ETV-782-R-3
PUB DATE JAN 65
CONTRACT OEC-4-6-068348-0677
EDRS PRICE MF-$0.25 HC-$0.24 4P.
DESCRIPTORS *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *TELEVISION,
THE CITY, CALL LETTER, AND CHANNEL OF EDUCATIONAL TELEVISION STATIONS ARE LISTED BY STATES. (JT)

**ED 016 363** **EF 001 128**
*GREEN, ALAN D. AND OTHERS*
COMPONENTS FOR SCHOOL CONSTRUCTION IN THE MID-HUDSON REGION. FINAL REPORT 3.
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
PUB DATE MAR 66
EDRS PRICE MF-$0.25 HC-$1.16 27P.
DESCRIPTORS *BUILDING DESIGN, *CONSTRUCTION COSTS, *COSTS, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, COMPONENT SYSTEM, DESIGN, RENSSELAER POLYTECHNIC INSTITUTE,
THE FINAL REPORT OF A THREE PART FEASIBILITY STUDY OF THE COMPONENT CONSTRUCTION SYSTEMS SAMPLED APPROPRIATE ASPECTS OF THE SCHOOL CONSTRUCTION CLIMATE IN NEW YORK STATE. IT SOUGHT TO DETERMINE THE APPROPRIATENESS OF THE SCHOOL CONSTRUCTION SYSTEM DEVELOPEMENT PROCESS TO SCHOOL CONSTRUCTION IN THE MID-HUDSON VALLEY AND TO EXPLORE POSSIBILITIES FOR THE ACCOMPLISHMENT OF SUCH PROGRAMS. THIS COMPONENT APPROACH SEEKS TO ACHIEVE ECONOMIES BY STANDARDIZING CERTAIN UNITS OF CONSTRUCTION AND EQUIPMENT AND BY LARGE SCALE PURCHASING OF THESE COMPONENTS. THIS STUDY CONTAINS A SUMMARY OF THE EIGHT 'CLIMATE AREAS' THAT WERE INVESTIGATED AND CONCLUSIONS AS TO THE VARIOUS ASPECTS OF FEASIBILITY. (BD)

**ED 016 364** **EF 001 152**
*SHORES, LOUIS*
THE LIBRARY JUNIOR COLLEGE. A NEW AND LARGER ROLE FOR THE LIBRARY IN THE JUNIOR COLLEGE.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE MAR 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *EDUCATIONAL OBJECTIVES, *INDEPENDENT STUDY, *JUNIOR COLLEGES, *LIBRARY FACILITIES, *LIBRARY SERVICES, FUNDAMENTAL CONCEPTS, LIBRARY MATERIALS, ORGANIZATION, PROGRAM DESCRIPTIONS, WASHINGTON D.C,
THE ROLE OF THE LIBRARY OR LEARNING RESOURCE CENTER, ITS RELATIONSHIP TO THE JUNIOR COLLEGE'S EDUCATIONAL OBJECTIVES, ITS ORGANIZATION AND ADMINISTRATION, THE FACILITIES REQUIRED AND THE CONCEPT OF THE LIBRARY JUNIOR COLLEGE ARE DISCUSSED IN LIGHT OF CURRENT TRENDS IN JUNIOR COLLEGE ORGANIZATION AND THE INCREASED DEMAND FOR INDEPENDENT STUDY. THE LIBRARY JUNIOR COLLEGE IS A LIMITED ENROLLMENT INSTITUTION OF APPROXIMATELY ONE THOUSAND STUDENTS WHICH CENTERS ABOUT AN ADEQUATE LIBRARY FACILITY FOR THE PURPOSE OF PROVIDING MAXIMUM ACCESS TO LEARNING MATERIALS FOR INDEPENDENT STUDY. THE LIBRARY PERSONNEL ARE VIEWED AS EDUCATORS IN ADDITION TO THEIR NORMAL ADMINISTRATIVE FUNCTION. THE FACILITIES, WHICH SUCH A CENTER SHOULD INCLUDE, ARE DISCUSSED IN

TERMS OF THE NUMBER OF DOCUMENTS, TYPES OF MATERIALS HANDLED, COMMUNICATION TECHNIQUES AND THE ACCOMMODATIONS REQUIRED FOR FACULTY AND STUDENTS. THE ORGANIZATION IS VIEWED AS ONE BASED ON COOPERATION AND AUTOMATION TO PROVIDE MAXIMUM RETRIEVAL OF DOCUMENTS FROM THE LIBRARY AND ASSOCIATED LIBRARIES. WITH THE INCREASED EMPHASIS ON INDEPENDENT STUDY, THE LIBRARY JUNIOR COLLEGE COULD PROVIDE A HIGH DEGREE OF UTILIZATION OF THE LIBRARY AS THE PRIMARY RESOURCE CENTER FOR THE CAMPUS. THIS ARTICLE APPEARS IN THE JUNIOR COLLEGE JOURNAL, MARCH 1966, VOL. 36-6. COPIES MAY BE OBTAINED BY WRITING TO THE EDITOR, JUNIOR COLLEGE JOURNAL, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH ST., N.W., WASHINGTON, D.C. 20036. PRICE, $0.50 EACH. (BH)

**ED 016 365** **EF 001 176**
*REEDER, MILTON E.* *FOGARTY, WILLIAM J.*
**A COMPREHENSIVE STUDY OF HOURLY AND DAILY SEWAGE FLOW RATES IN FLORIDA PUBLIC SCHOOLS.**
MIAMI UNIV., CORAL GABLES, FLA.
PUB DATE SEP 65
**EDRS PRICE MF-$0.25 HC-$1.60 38P.**

DESCRIPTORS *SANITATION, EQUIPMENT DESIGN, HEALTH CONDITIONS, SANITARY FACILITIES, SANITATION IMPROVEMENT,

A DETERMINATION OF THE HOURLY AND DAILY SEWAGE FLOW RATES IN FLORIDA PUBLIC SCHOOLS WAS MADE TO IDENTIFY THE FLOW CHARACTERISTICS AND TO PROVIDE A MORE PRECISE BASIS FOR THE ESTABLISHMENT OF DESIGN CRITERIA FOR SEWAGE DISPOSAL FACILITIES IN SCHOOLS. WATER FLOW DATA WAS COLLECTED FOR 158 SCHOOLS AND SEWAGE FLOW DATA FROM 42 SCHOOLS. THE FINDINGS SHOWED THAT DESIGN CRITERIA IN USE IN MANY STATES ARE EXCESSIVE. THE FOLLOWING CRITERIA WERE RECOMMENDED--(1) SCHOOLS WITH CAFETERIAS SHOULD DESIGN SEWAGE FACILITIES FOR A DAILY FLOW RATE OF 9.5 GALLONS FOR 100 PERCENT ATTENDENCE, (2) SCHOOLS WITH CAFETERIAS AND SHOWER FACILITIES SHOULD DESIGN SEWAGE FACILITIES FOR A DAILY FLOW RATE OF 11.5 GALLONS FOR 100 PERCENT ATTENDANCE. A BIBLIOGRAPHY IS PROVIDED. (JT)

**ED 016 366** **EF 001 207**
*KNIGHT, GEORGE A.*
**GUIDELINES FOR A CITY SCHOOL BUILDING PROGRAM. (25 ILLUSTRATIVE DOCUMENTS).**
GULF SCHOOL RES. DEVELOPMENT ASSN., HOUSTON, TEX.
PUB DATE 66
**EDRS PRICE MF-$0.75 HC-$6.32 156P.**

DESCRIPTORS *CONSTRUCTION NEEDS, *SCHOOL CONSTRUCTION, *SCHOOL PLANNING, CLIMATE CONTROL, CONTRACTS, EDUCATIONAL FACILITIES, EDUCATIONAL PLANNING, ELEMENTARY SCHOOLS, JUNIOR HIGH SCHOOLS, PLUMBING, PROGRAM ADMINISTRATION, SCHOOL BUILDINGS, SCHOOL DESIGN, STANDARDS, TEXAS, THERMAL ENVIRONMENT,

FUNCTIONAL PROCEDURES FOR A MAJOR CITY SCHOOL SYSTEM WHERE SCHOOL PLANNING AND CONSTRUCTION IS A CONTINUOUS PROCESS ARE PRESENTED. INCLUDED ARE MATERIALS FROM CONSULTING ARCHITECTS, ENGINEERS, ATTORNEYS, AND SCHOOL STAFF MEMBERS. FIVE PHASES OF THE CONSTRUCTION PROCESS ARE PRESENTED. THE PREPLANNING PHASE INVOLVES EMPLOYMENT OF AN ARCHITECT AND EXECUTION OF A CONTRACT WITH HIM. DURING THIS PHASE BASIC INFORMATION MUST BE SUPPLIED TO THE ARCHITECT. THE PLANNING PHASE IS ONE WHICH REQUIRES COORDINATION BETWEEN THE ARCHITECT, THE INSTRUCTIONAL STAFF, AND SCHOOL FACILITIES PERSONNEL. EDUCATIONAL SPECIFICATIONS, PRELIMINARY PLANS AND FINAL PLANS ARE EVOLVED. THE THIRD PHASE IS CALLED THE BID AND CONSTRUCTION CONTRACT PHASE. BIDS MUST BE TABULATED AND EVALUATED AND FINALLY CONTRACTS ARE EXECUTED. THE CONSTRUCTION PHASE INVOLVES PROGRESS REPORTS, PROCESSING CHANGE ORDERS, ACQUISITION OF UTILITY PERMITS, EQUIPMENT DELIVERY, PAYMENT SCHEDULES, AND PROJECT COORDINATION. THE LAST PHASE IS THE ACCEPTANCE PHASE. A FINAL INSPECTION IS HELD, MAINTENANCE PERSONNEL ARE INSTRUCTED ON USE OF MECHANICAL AND ELECTRICAL EQUIPMENT, AND ACCEPTANCE DOCUMENTS ARE PROCESSED DURING THIS PHASE. ONE HUNDRED THIRTY PAGES OF EXHIBIT MATERIALS ARE INCLUDED IN THIS DOCUMENT. FORMS FOR ALL PHASES ARE PRESENTED. THIS DOCUMENT IS ALSO AVAILABLE FROM THE GULF SCHOOL RESEARCH DEVELOPMENT ASSOCIATION, 3801 CULLEN BOULEVARD, HOUSTON, TEXAS 77004, FOR $3.00. (RH)

**ED 016 367** **EF 001 241**
*LINS, L. JOSEPH*
**THE ROLE OF INSTITUTIONAL RESEARCH IN PLANNING, PROCEEDINGS OF ANNUAL NATIONAL INSTITUTE RESEARCH FORUM (3RD, MCGREGOR CONFERENCE CENTER, WAYNE STATE UNIVERSITY, MAY 5-7, 1963).**
WISCONSIN UNIV., MADISON
PUB DATE 63
**EDRS PRICE MF-$0.75 HC-$7.00 173P.**

DESCRIPTORS *FEASIBILITY STUDIES, *HIGHER EDUCATION, *INSTITUTIONAL RESEARCH, *PLANNING, *STAFF ROLE, ADMISSION CRITERIA, FACULTY EVALUATION, FOLLOWUP STUDIES, TEACHER MORALE,

THIS DOCUMENT CONTAINS PAPERS OFFERED AT A CONFERENCE ON INSTITUTIONAL RESEARCH AT WAYNE STATE UNIVERSITY. CONSIDERATIONS WERE OFFERED ON THE ROLE PLAYED BY INSTITUTIONAL RESEARCH IN CAMPUS PLANNING, STUDENT ADMISSION AND FOLLOWUP STUDIES, FACULTY EVALUATION, INTERINSTITUTIONAL COOPERATION AND ADAPTATION TO NEW DEVELOPMENTS IN EDUCATION. PAPERS WERE PRESENTED BY REPRESENTATIVES FROM SMALL AND LARGE PRIVATE UNIVERSITIES AND COLLEGES AS WELL AS THOSE FROM PUBLIC INSTITUTIONS OF HIGH EDUCATION. DIFFERING VIEWPOINTS OF THE ROLE OF THE RESEARCHER WERE OFFERED. VARIOUS METHODS OF STATISTICAL ANALYSIS AND DATA COLLECTION WERE PRESENTED. RUSSELL'S QUESTIONNAIRE ON FACULTY SATISFACTIONS AND DISSATISFACTIONS WAS INCLUDED IN AN APPENDIX. (JP)

**ED 016 368** **EF 001 270**
*COLLINS, RALPH L.* *AND OTHERS*
**ESTIMATED SPACE REQUIREMENTS FOR FT. WAYNE FACILITY TO BE JOINTLY OCCUPIED BY INDIANA UNIVERSITY AND PURDUE UNIVERSITY.**
INDIANA UNIV., BLOOMINGTON
PURDUE UNIV., LAFAYETTE, IND.
PUB DATE JUN 60
**EDRS PRICE MF-$0.25 HC-$1.56 37P.**

DESCRIPTORS *CLASSIFICATION, *COLLEGE PLANNING, *EDUCATIONAL SPECIFICATIONS, *FACILITY GUIDELINES,

THIS REPORT PRESENTS THE RESULTS OF THE JOINT PLANNING COMMITTEE OF INDIANA UNIVERSITY AND PURDUE UNIVERSITY IN TERMS OF THE AMOUNT AND TYPE OF SPACE THAT WILL BE REQUIRED BY 1965 AND BY 1972 IN A FACILITY TO BE JOINTLY OCCUPIED BY THE TWO UNIVERSITIES AT FORT WAYNE. IN GENERAL, A SIX-STEP PROCEDURE WAS FOLLOWED--(1) EACH INSTITUTION, INDEPENDENTLY PROJECTED ITS OWN EDUCATIONAL PROGRAM BASED UPON SUCH ASSUMPTIONS AS WERE CONSISTENT WITH ITS PURPOSES AND ITS METHODS OF OPERATION. (2) THIRTY-SIX DIFFERENT SPACE CATEGORIES WERE ESTABLISHED AND AGREEMENTS WERE REACHED AS TO UNIT SIZE, IN SQUARE FEET, FOR EACH CATEGORY. (3) EACH INSTITUTION THEN TRANSLATED ITS REQUIREMENTS INTO "PART" UNITS. (4) THESE "PART" UNITS FOR THE TWO INSTITUTIONS WERE THEN ADDED FOR EACH SPACE CATEGORY IN ORDER TO ARRIVE AT COMBINED REQUIREMENTS. (5) EACH INSTITUTION DEVELOPED ITS OWN REQUIREMENTS FOR NON-INSTRUCTIONAL SPACE, INCLUDING SUCH ITEMS AS ADMINISTRATIVE SPACE AND INSTRUCTORS' OFFICES. (6) MEMBERS OF THE COMMITTEE DEVELOPED THE REQUIREMENTS FOR JOINT FACILITY SPACE, INCLUDING LIBRARY, AND FOOD FACILITY. THE RESULTS OF THE FINDINGS AND PROJECTIONS ARE SUMMARIZED IN THE TABLES AND APPENDIX. (BH)

**ED 016 369** **EF 001 287**
*KOPPES, WAYNE F.* *GREEN, ALAN C.*
**MODULAR COORDINATION AND SCHOOL DESIGN, A STATE-OF-THE-ART REPORT TO THE ARCHITECTURAL AND EDUCATIONAL PROFESSIONS. FINAL REPORT.**
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
REPORT NUMBER BR-5-0562-FR
PUB DATE MAY 67
CONTRACT OEC-6-10-335
**EDRS PRICE MF-$0.50 HC-$4.16 102P.**

DESCRIPTORS *BUILDING DESIGN, *MODULAR DESIGN, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, STRUCTURAL SYSTEMS,

THE OBJECTIVES OF THIS STUDY WERE--(1) TO DETERMINE THE INFLUENCE OF MODULAR COORDINATION OF BUILDING DESIGN, (2) TO INVESTIGATE CURRENT ATTITUDES OF THE BUILDING INDUSTRY TOWARD THE MODULAR CONCEPT, AND (3) TO EVALUATE THE CONCEPT'S SIGNIFICANCE, MERIT, AND IMPLICATIONS IN TERMS OF SCHOOL BUILDING DESIGN. THESE OBJECTIVES WERE REALIZED BY A LITERATURE SEARCH, CONTACT WITH KNOWLEDGEABLE PERSONS, SURVEYS, AND INVITATIONAL SEMINAR, COMPLIMENTARY GRADUATE AND UNDERGRADUATE PROJECTS, AND BY RETAINING CONSULTANT REVIEWERS. THE VALIDITY, LOGIC, AND MERITS OF MODULAR DESIGN ARE WELL ESTABLISHED AND WIDELY ACCEPTED, AND PRESENT DESIGN AND TECHNOLOGICAL TRENDS SUGGEST ITS SUPPORT AND RESOLUTION OF PRACTICAL PROBLEMS FOR INCREASED

IMPLEMENTATION. THE USE OF THE GRAPHIC TECHNIQUE OF MODULAR DRAFTING DEPENDS ON THIS ACCEPTANCE. A SYSTEM OF COMPUTER SYMBOLS AND LANGUAGE WILL LIKELY BECOME THE COMMUNICATION MEDIUM. THE DEVELOPMENT AND DEMONSTRATION OF SUCH A SYSTEM SUGGESTS SCHOOL BUILDINGS AS BEING AN APPROPRIATE VEHICLE. (MH)

**ED 016 370** **EF 001 305**
**HOW 1967 AWARD WINNING SCHOOLS COMPARE.**
PUB DATE JAN 68
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ELEMENTARY SCHOOLS, *JUNIOR HIGH SCHOOLS, *SCHOOL DESIGN, *SCHOOL PLANNING, *SENIOR HIGH SCHOOLS, AASA, AIA, CAMPUSES, CLOSED CIRCUIT TELEVISION, CLUSTER GROUPING, COMPONENT SYSTEM, DECENTRALIZED SCHOOL DESIGN, HIGH SCHOOL DESIGN, HIGH SCHOOLS, LIBRARIES, MIDDLE SCHOOLS, OUTDOOR EDUCATION, SCHOOL CONSTRUCTION, SECONDARY SCHOOLS, TEAM TEACHING,

THIS IS A 30 PAGE PORTFOLIO OF PHOTOS, FLOOR PLANS, AND COMPARATIVE STATISTICS ON 24 TREND-SETTING SCHOOLS. SCHOOLS INCLUDED WERE GIVEN DISTINGUISHED DESIGN AWARDS BY THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS AND STATE CHAPTERS OF THE AMERICAN INSTITUTE OF ARCHITECTS. TWELVE JUNIOR AND SENIOR HIGH SCHOOLS INCLUDED HAVE SUCH FEATURES AS THE CAMPUS PLAN, SYSTEM COMPONENTS, CLOSED CIRCUIT TV, SCHOOL-WITHIN-SCHOOL, AND CLUSTERS. ADDITIONAL FEATURES ARE FLEXIBLE PROGRAM SPACES, PATIO, ROUND SCHOOLS, AND LUNCH FACILITIES. FEATURES PRESENTED ABOUT ELEMENTARY SCHOOLS INCLUDE A DOMED STRUCTURE FREE OF INTERIOR WALLS, A CLUMPED PLAN, HEXAGONAL SHAPES, POLYGONAL CLUSTERS, COMPONENT CONSTRUCTION, AND LIBRARY CENTRUM. OTHER FEATURES ARE SPECIALLY ADAPTED CONSTRUCTION FOR UNUSUAL SITES, OUTDOOR LABORATORY SPACES, ACCORDIAN CONCEPT, AND OCTAGONAL HOUSE PLAN. THIS ARTICLE APPEARED IN "NATION'S SCHOOLS," VOL. 81, NO. 1, JANUARY, 1968. COPIES MAY BE OBTAINED BY WRITING TO AARON COHODES, EDITOR, MCGRAW-HILL PUBLICATIONS, CIRCULATION DEPARTMENT, 1050 MERCHANDISE MART, CHICAGO, ILLINOIS 60654. (RH)

**ED 016 371** **EF 001 312**
*DEXTER, GENEVIE EARLY, DOYT*
**FACILITIES AND SPACE ALLOCATIONS FOR PHYSICAL EDUCATION OUTDOOR TEACHING STATIONS FOR ELEMENTARY AND INTERMEDIATE PUBLIC SCHOOLS.**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
REPORT NUMBER BULL-40-1967-ED
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.24** 29P.
DESCRIPTORS *ATHLETIC ACTIVITIES, *PHYSICAL ACTIVITIES, *PHYSICAL EDUCATION, *RECREATIONAL ACTIVITIES, CALIFORNIA, ELEMENTARY SCHOOLS, PLANNING, SCHOOL PLANNING,

THE PURPOSE OF THIS BULLETIN IS TO PRESENT RECOMMENDATIONS FOR MINIMUM OUTDOOR FACILITIES AND SPACE ALLOCATIONS FOR A BALANCED PHYSICAL EDUCATION PROGRAM FOR GRADES K-8 IN PUBLIC SCHOOLS. IN THE BULLETIN ONLY SPACE REQUIREMENTS FOR PHYSICAL EDUCATION TEACHING STATIONS ARE DESCRIBED. INCLUDED IN THE BULLETIN ARE RECOMMENDATIONS FOR SITE PLANNING AND SPACE ARRANGEMENTS AS THEY ARE RELATED TO GRADE LEVEL, TYPES OF SURFACING AND PUPIL-SPACE RATIOS. SUGGESTIONS ARE MADE FOR APPARATUS AND GAME AREA SPACE ALLOCATIONS. ALSO INCLUDED ARE CHARTS, DIAGRAMS AND MATRICES PERTAINING TO THE K-8 PHYSICAL EDUCATION PROGRAM. (GM)

**ED 016 372** **EF 001 319**
*NELSON, EDWARD W.*
**FACILITIES INVENTORY MANUAL FOR THE UNITS OF HIGHER EDUCATION IN MONTANA.**
MONTANA COMMISSION FOR HIGHER EDUC. FACILITIES
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$3.12** 76P.
DESCRIPTORS *COLLEGE PLANNING, *DATA COLLECTION, *FACILITY INVENTORY, *METHODOLOGY, CLASSIFICATION, COLLEGE BUILDINGS, DATA SHEETS, FACILITY EXPANSION, FINANCIAL SUPPORT, HELENA,

THIS MANUAL WAS PREPARED TO ASSIST AND GUIDE THOSE PERSONS RESPONSIBLE FOR MAINTAINING AN INVENTORY OF PHYSICAL FACILITIES AT THE PUBLIC AND PRIVATE UNITS OF HIGHER EDUCATION IN MONTANA. THE PHYSICAL FACILITIES INVENTORY DATA WILL BE USEFUL IN THE FOLLOWING AREAS--(1) TO PROVIDE A CONTINUING, ACCURATE RECORD FOR EACH BUILDING, (2) TO PROVIDE A BASIS FOR APPRAISAL OF EXISTING BUILDINGS AND TO DETERMINE FEASIBILITY OF RENOVATION, EXPANSION OR ABANDONMENT, (3) TO PROVIDE A BASE FROM WHICH TO DEVELOP A LONG RANGE BUILDING PROGRAM AND THE PLANNING OF SPECIFIC PROJECTS, (4) TO PROVIDE JUSTIFICATION FOR REQUESTS FOR CAPITAL OUTLAY APPROPRIATIONS OR FUND RAISING, AND (5) TO PROVIDE DATA FOR SCHEDULING, INFORMATION FOR PUBLICATIONS AND REPORTS, ADMINISTRATION USE, UTILIZATION STUDIES, AND COMPARISONS WITH SIMILAR INSTITUTIONS. GUIDELINES ARE GIVEN FOR DATA COLLECTION PROCEDURES, DATA SHEET FORMATS, BUILDING INVENTORIES, BUILDING NUMBER CODES, FUNDS SCHEDULES, AND ROOM INVENTORIES. APPENDICES ARE INCLUDED ON PROCEDURES FOR ROOM CLASSIFICATIONS AND TABLES OF ORGANIZATIONAL UNITS FOR HIGHER EDUCATIONAL INSTITUTIONS. (BH)

**ED 016 373** **EF 001 320**
*NELSON, EDWARD W.*
**LONG RANGE CONSTRUCTION PROGRAM. UNIVERSITIES AND COLLEGES OF MONTANA.**
MONTANA COMMISSION FOR HIGHER EDUC. FACILITIES
**EDRS PRICE MF-$0.50 HC-$2.96** 72P.
DESCRIPTORS *CONSTRUCTION PROGRAMS, *FACILITY EXPANSION, *HIGHER EDUCATION FACILITIES, *MASTER PLANS, CONSTRUCTION COSTS, ESTIMATED COSTS, FINANCIAL SUPPORT, HELENA, PLANNING COMMISSIONS,

THIS REPORT IS THE PROPOSED CONSTRUCTION PROGRAM FOR COLLEGES AND UNIVERSITIES IN MONTANA AND IS A RESULT OF THE STUDIES CONDUCTED FOR THE MONTANA COMMISSION FOR THE HIGHER EDUCATION FACILITIES ACT OF 1963. EACH INSTITUTION IS REPRESENTED IN A SECTION OF THE REPORT WHICH INCLUDES THE TITLE OF THE FACILITY, ITS CONSTRUCTION PRIORITY, THE COST ESTIMATE AND THE FINANCING SOURCE. A BRIEF, GENERAL DESCRIPTION IS GIVEN FOR THE INDIVIDUAL FACILITIES AND THE EXPECTED TIME OF OCCUPANCY. (BH)

**ED 016 374** **EF 001 323**
*WHITESIDES, M.M.*
**SUMMARY OF ELECTRIC SERVICE COSTS FOR TOTALLY AIR CONDITIONED SCHOOLS PREPARED FOR HOUSTON INDEPENDENT SCHOOL DISTRICT, MAY 31, 1967.**
HOUSTON LIGHTING AND POWER CO., TEX.
PUB DATE 31 MAY 67
**EDRS PRICE MF-$0.25 HC-$2.36** 57P.
DESCRIPTORS *AIR CONDITIONING EQUIPMENT, *CLIMATE CONTROL, *CONTROLLED ENVIRONMENT, *COSTS, *OPERATING EXPENSES, HOUSTON,

THIS REPORT IS A COMPILATION OF DATA ON ELECTRIC AIR CONDITIONING COSTS, OPERATIONS AND MAINTENANCE. AIR CONDITIONING UNITS ARE COMPARED IN TERMS OF ELECTRIC VERSUS NON-ELECTRIC, AUTOMATIC VERSUS OPERATED, AIR COOLED VERSUS WATER COOLED, RECIPROCATING VERSUS CENTRIFUGAL COMPRESSORS, SPACE AND NOISE, REHEAT, MAINTENANCE AND ORIGINAL COST. DATA ARE PRESENTED SHOWING COMPARATIVE ELECTRIC COSTS OF BEFORE AND AFTER AIR CONDITIONING SERVICE INSTALLATIONS AND A TABULATION OF SERVICE COSTS FOR TOTALLY AIR CONDITIONED SCHOOLS. (GM)

**ED 016 375** **EM 004 001**
*SKORNIA, HARRY J.*
**TELEVISION, RADIO AND FILMS--A SURVEY.**
PUB DATE APR 65
**EDRS PRICE MF-$0.50 HC-$2.72** 66P.
DESCRIPTORS *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH NEEDS, BIBLIOGRAPHIES, FILMS, HISTORICAL REVIEWS, RADIO, TELEVISION RESEARCH, TEMPLE UNIVERSITY,

THE AUTHOR BEMOANS THE LACK OF RIGOROUS RESEARCH IN EDUCATIONAL MEDIA, ATTRIBUTING IT TO POOR RESEARCH STANDARDS. HE IS CHEERED, HOWEVER, BY THE RECOGNITION OF RESEARCH AS A NEED. TV, RADIO, AND FILMS ARE EACH TREATED SEPARATELY, REFERRING TO HISTORICAL AND TECHNICAL MATTERS, AND THEN TOGETHER WITH REFERENCE TO COMMON PROBLEMS. THE AUTHOR URGES THAT THE IMPLICATIONS OF FINDINGS OF "NO SIGNIFICANT DIFFERENCES" BETWEEN CONVENTIONAL AND TV INSTRUCTION BE FURTHER INVESTIGATED TO DETERMINE PRACTICAL ACTION THAT COULD BE TAKEN. HE ALSO DISCUSSES--TEACHER ROLES AND ATTITUDES, INTEREST AND ATTITUDES AS LEARNING FACTORS, PRODUCTION TECHNIQUES, TIME FACTORS AND VISUAL ASPECTS OF PRESENTATION OF MATERIAL, MOTIVATION, FEEDBACK, AND USE OF COLOR. HE LISTS 4 PROBLEMS--MISUSE OR MISINTERPRETATION OF RESULTS, INADEQUATE TESTING, THE ANTI-EDUCATIONAL EFFECTS OF MUCH COMMERCIAL FARE, AND THE NEED FOR TRAINING IN TV AND PICTORIAL PERCEPTION AND DISCRIMINATION. HE CONCLUDES THAT A TRULY NATIONAL EDUCATION RESEARCH CENTER AND PROGRAM ARE VITAL. A SYSTEMS APPROACH IS NEEDED. HE ADDS THAT TOO MUCH RESEARCH HAS BEEN OF TOO LITTLE SOCIAL SIGNIFICANCE. FINALLY,

HE CALLS FOR FINANCIAL SUPPORT FROM LARGE CORPORATIONS WHOSE PROFITS COME FROM COMMUNICATION AND EDUCATION ACTIVITIES. ONE-HUNDRED SEVENTY-EIGHT REFERENCES ARE LISTED. (LH)

**ED 016 376 EM 004 021**
*HOCKING, ELTON*
**LANGUAGE LABORATORY AND LANGUAGE LEARNING.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER MONGR-2
REPORT NUMBER NDEA-VIIB-069B
PUB DATE APR 64
CONTRACT OEC-SAE-9073
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *AUDIOLINGUAL METHODS, *INSTRUCTIONAL TECHNOLOGY, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORY EQUIPEMENT, *LANGUAGE LABORATORY USE, RESEARCH,
INTENDED FOR FOREIGN LANGUAGE TEACHERS AND AUDIOVISUAL SPECIALISTS, THIS MONOGRAPH EMPHASIZES A DYNAMIC VIEW OF THE LANGUAGE LABORATORY IN CHAPTERS THAT DISCUSS THE HISTORY AND CURRENT USE OF LANGUAGE LABS, CURRENT RESEARCH AND TECHNOLOGICAL ACHIEVEMENTS, AND APPLICATION OF LANGUAGE LAB PRINCIPLES TO NEW MEDIA. APPENDIXES INCLUDE GRAPHICS OF THE LANGUAGE LAB, ACCOUNTS OF NATIONAL PROGRAMS TO IMPROVE LANGUAGE INSTRUCTION, AND A SELECTED BIBLIOGRAPHY. THIS DOCUMENT IS AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. SINGLE COPIES ARE $4.50, WITH DISCOUNTS OF 10 PERCENT ON TWO-NINE COPIES AND 20 PERCENT ON 10 OR MORE COPIES. (LH)

**ED 016 377 64 EM 004 042**
*MITZEL, HAROLD E.*
**THE DEVELOPMENT AND PRESENTATION OF FOUR COLLEGE COURSES BY COMPUTER TELEPROCESSING. FINAL REPORT.**
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER BR-5-1194
PUB DATE 30 JUN 67
CONTRACT OEC-4-16-010
**EDRS PRICE MF-$1.50 HC-$15.92 396P.**
DESCRIPTORS *COLLEGE CURRICULUM, *COLLEGE STUDENTS, *COMPUTER ASSISTED INSTRUCTION, *COURSE DESCRIPTIONS, *STUDENT REACTION, ACCOUNTING, AUDIOLOGY, COMPUTER PROGRAMS, COURSEWRITER, ECONOMICS, IBM 1050, IBM 1410, LEARNING, MODERN MATHEMATICS,
THIS IS A FINAL REPORT ON THE DEVELOPMENT AND PRESENTATION OF FOUR COLLEGE COURSES BY COMPUTER TELEPROCESSING FROM APRIL 1964 TO JUNE 1967. IT OUTLINES THE PROGRESS MADE TOWARDS THE PREPARATION, DEVELOPMENT, AND EVALUATION OF MATERIALS FOR COMPUTER PRESENTATION OF COURSES IN AUDIOLOGY, MANAGEMENT ACCOUNTING, ENGINEERING ECONOMICS, AND MODERN MATHEMATICS. EQUIPMENT CONFIGURATION IS DESCRIBED, AND A DIGEST OF THE COURSEWRITER LANGUAGE, PROGRAM SAMPLES, AND OUTLINES OF MATERIALS USED FOR THE FINAL PRESENTATION ARE INCLUDED. DATA ON STUDENT REACTIONS AND PERFORMANCES ARE REPORTED. (MS)

**ED 016 378 24 EM 004 045**
*JAQUITH, CHARLES E. AND OTHERS*
**AN EXPERIMENTAL STUDY UTILIZING CLOSED CIRCUIT TELEVISION IN AN INDUSTRIAL ARTS TEAM TEACHING PROGRAM. FINAL REPORT.**
KENOSHA PUBLIC SCHOOLS, WIS.
REPORT NUMBER BR-6-8409
PUB DATE 23 AUG 67
GRANT OEG-3-7-068409-0816
**EDRS PRICE MF-$0.50 HC-$3.32 81P.**
DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *INDUSTRIAL EDUCATION, *MECHANICAL SKILLS, *TEACHER EVALUATION, *TEAM TEACHING, ACHIEVEMENT TESTS, APTITUDE TESTS, EXPERIMENTS, GRADE 8, INTEREST TESTS, TESTING, WASHINGTON JUNIOR HIGH SCHOOL,
BASIC OBJECTIVES OF THIS EXPERIMENT WERE TO USE TEAM TEACHING BY TV TO HELP STUDENTS GAIN A REALISTIC VIEW OF THE INDUSTRIAL PROCESS AND OF THE IMPORTANCE OF EDUCATION AND TRAINING FOR PARTICIPATION IN THAT PROCESS. GRADE EIGHT STUDENTS IN AN INDUSTRIAL COMMUNITY WERE PLACED IN AN EXPERIMENTAL AND A CONTROL GROUP, AND EXPOSED TO INSTRUCTION FROM THE SAME TWO TEACHERS DURING ONE SCHOOL YEAR. STANDARDIZED ABILITY AND INTEREST TESTS WERE ADMINISTERED DURING AND AFTER THE EXPERIMENT, AND ACHIEVEMENT TESTS AND TEACHER EVALUATIONS WERE USED THROUGHOUT THE YEAR. DESCRIPTIVE STATISTICAL DATA SHOWED SIGNIFICANT INCREASES IN MECHANICAL INTEREST BY THE EXPERIMENTAL GROUP, AND INCREASES IN TECHNICAL KNOWLEDGE BY THE CONTROL GROUP. MECHANICAL ABILITY OF BOTH GROUPS INCREASED AT ABOUT THE SAME RATE. THE LIVE TV AND VIDEOTAPED DEMONSTRATIONS PRESENTED TO THE EXPERIMENTAL GROUP WERE DEEMED VERY EFFECTIVE BY BOTH TEACHER EVALUATION AND STANDARD TEST RESULTS. RESULTS OF THE USE OF PERSONALITY INVENTORIES WERE QUESTIONED. IT WAS RECOMMENDED THAT THE PROJECT BE EXTENDED A SECOND YEAR TO PRECLUDE A POSSIBLE "HAWTHORNE EFFECT." (LH)

**ED 016 379 64 EM 004 050**
*HITCHCOCK, ARTHUR A.*
**GUIDANCE AND THE UTILIZATION OF NEW EDUCATIONAL MEDIA, THE REPORT OF A NATIONAL CONFERENCE (MADISON, MARCH 11-14, 1962).**
AMERICAN PERSONNEL AND GUIDANCE ASSN., WASH., D.C.
REPORT NUMBER NDEA-VIIB-176
PUB DATE 01 AUG 67
CONTRACT OEC-2-16-005
**EDRS PRICE MF-$1.25 HC-$11.32 281P.**
DESCRIPTORS *COMMUNICATION PROBLEMS, *COUNSELING, *FILMSTRIPS, *GUIDANCE, *INSTRUCTIONAL MEDIA, COUNSELOR TRAINING, FILMS, MEDIA TECHNOLOGY,
THIS CONFERENCE SOUGHT TO DETERMINE THE ROLE OF NEW EDUCATIONAL MEDIA IN GUIDANCE. MEDIA AND ITS RELATED METHODOLOGY WERE EXPLORED, AND SPECIFIC MEDIA WERE DEMONSTRATED. THE PARTICIPANTS PROPOSED APPLICATIONS OF NEW MEDIA IN COUNSELING AND COUNSELOR EDUCATION, AND PREPARED GUIDELINES FOR THE UTILIZATION AND PRODUCTION OF FILMS AND FILMSTRIPS IN GUIDANCE. THE CONFERENCE CONSISTED OF PAPERS, DISCUSSIONS, WORKSHOPS, AND DEMONSTRATIONS. AN EVALUATION CONCLUDES THE REPORT, AND 8 APPENDICES PROVIDE ADDITIONAL CONTENT MATERIAL. (MS)

**ED 016 380 24 EM 004 054**
*RIPPLE, RICHARD E. AND OTHERS*
**LEARNER CHARACTERISTICS AND INSTRUCTIONAL MODE--THE RELATIONSHIP OF ANXIETY, COMPULSIVITY, CREATIVITY, AND EXHIBITIONISM TO SUCCESS IN LEARNING FROM PROGRAMED AND CONVENTIONAL INSTRUCTION. FINAL REPORT.**
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER CRP-2425
REPORT NUMBER BR-5-1048
PUB DATE JUL 67
CONTRACT OEC-5-10-005
**EDRS PRICE MF-$1.25 HC-$11.28 280P.**
DESCRIPTORS *ANALYSIS OF VARIANCE, *EXPERIMENTS, *INDIVIDUAL CHARACTERISTICS, *PROGRAMED INSTRUCTION, ACHIEVEMENT TESTS, ANXIETY, CONVENTIONAL INSTRUCTION, CREATIVITY, GRADE 8, INTELLIGENCE DIFFERENCES, RELIABILITY, SEX DIFFERENCES, TEST VALIDITY,
GOALS OF THIS STUDY WERE TO DETERMINE THE INTERACTIONS BETWEEN EACH OF FOUR PERSONALITY CHARACTERISTICS (ANXIETY, COMPULSIVITY, CREATIVITY, AND EXHIBITIONISM), SEX, INTELLIGENCE, AND ACHIEVEMENT (BASED ON COMBINED TEST SCORES OF RECALL, TRANSFER, AND GENERATION OF HYPOTHESES) FROM PROGRAMED INSTRUCTION AND CONVENTIONAL INSTRUCTION. A YEAR OF EXTENSIVE PILOT STUDIES, INCLUDING RELIABILITY AND VALIDITY CHECKS, INVOLVED ABOUT 5000 GRADE 8 STUDENTS. THE EXPERIMENT, ALSO ONE YEAR IN DURATION, INVOLVED 1100 STUDENTS IN GRADE 8 CLASSES, FROM 22 SCHOOLS WHICH WERE EQUATED ON INTELLIGENCE AND SEX AND ASSIGNED AT RANDOM TO EITHER PROGRAMED OR CONVENTIONAL INSTRUCTION IN VOCABULARY DEVELOPMENT (WORD MEANING AND USAGE). PRETESTS RATED STUDENTS ON THE FOUR PERSONALITY CHARACTERISTICS, AND INTELLIGENCE. FOUR-WAY ANALYSIS OF VARIANCE WAS PERFORMED TO TEST ALL POSSIBLE INTERACTIONS, AND THE SCHOOLS SERVED AS REPLICATES IN THE ANALYSIS. NO INTERACTIONS PERSONALITY TRAITS, SEX, OR INTELLIGENCE WITH INSTRUCTIONAL MODE WERE STATISTICALLY SIGNIFICANT. THESE RESULTS WERE DISCUSSED IN TERMS OF INSTRUMENTS, DESIGN, AND ANALYSIS TECHNIQUE. (LH)

**ED 016 381 24 EM 004 058**
*HERSHBERGER, WAYNE A. TRANTINA, PAUL R.*
**INDIVIDUALIZING INSTRUCTION FOR VARYING LEVELS OF KNOWLEDGE. FINAL REPORT.**
NORTHERN ILLINOIS UNIV., DE KALB
REPORT NUMBER BR-6-8449
PUB DATE AUG 67
GRANT OEG-3-6-068449-1307
**EDRS PRICE MF-$0.75 HC-$5.24 129P.**
DESCRIPTORS *FEEDBACK, *INDIVIDUALIZED PROGRAMS, *PROGRAMED INSTRUCTION, *TIME FACTORS (LEARNING), *TRANSFER OF TRAINING, ACHIEVEMENT, ANALYSIS OF VARIANCE,
THE HYPOTHESIS FOR TWO EXPERIMENTS WAS THAT INDIVIDUALIZED INSTRUCTION EFFECTIVENESS IS A POSITIVE FUNCTION OF THE MANNER IN WHICH A LESSON IDENTIFIES AND REMEDIES TYPES OF ERRORS. PAIRS OF GRADE EIGHT AND NINE STUDENTS, MATCHED FOR INTELLIGENCE QUO-

TIENT, AND RANDOMLY DIVIDED AS EXPERIMENTAL AND YOKED CONTROL SUBJECTS, WERE EXPOSED TO TWO PROGRAMED LESSON FORMATS ON HUMAN VISION. SELF-TEST ITEMS FOR THE INCISIVE FORMAT (I) DISTINGUISED ERRORS OF MEMORY AND OF UNDERSTANDING, WHEREAS ITEMS IN THE CONFOUNDED FORMAT (C) GAVE COMPLEX QUESTIONS AND REMEDIAL FEEDBACK. ANALYSIS OF VARIANCE WAS USED FOR A CRITERION OF LESSON MASTERY. NO SIGNIFICANT DIFFERENCES WERE FOUND FOR LEARNING TIME OR ERRORS IN EXPERIMENT I, NOR WAS THERE TRANSFER OF TRAINING. TWO EXPERIMENT II GROUPS STUDIED BOTH FORMATS IN REVERSE ORDERS. THE C-I GROUP REACHED CRITERION PERFORMANCE IN LESS LEARNING TIME AND WITH FEWER ERRORS, AND SHOWED MORE TRANSFER OF TRAINING THAN THE I-C GROUP. CONCLUSION WAS THAT C-I INDIVIDUALIZED INSTRUCTION IS BEST, WITH INCISIVE ITEMS MOST APPLICABLE TO LATER LEARNING STAGES WHERE INDIVIDUAL DIFFERENCES ARE MAXIMAL. THE DOCUMENT INCLUDES EXPERIMENTAL MATERIALS, AND A REPORT OF TWO EXPERIMENTS, "LETTER-NAMING TIME AS A FUNCTION OF SET FAMILIARITY AND SYMBOL DISTINCTIVENESS." (LH)

**ED 016 382 64 EM 004 068**
*WHITTICH, WALTER A. AND OTHERS*
**AUDIO-VISUAL EDUCATION--A TELEVISED COURSE OF INSTRUCTION. REVISED EDITION.**
WISCONSIN UNIV., MADISON
REPORT NUMBER NDEA-VIIA-015-1
WISCONSIN UNIV., MADISON
PUB DATE 61
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *AUDIOVISUAL AIDS, *CORRESPONDENCE COURSES, *ELEMENTARY SCHOOL TEACHERS, *STUDY GUIDES, *TELEVISED INSTRUCTION, BROADCAST TELEVISION, EQUIPMENT UTILIZATION,
A THREE-CREDIT COURSE IN AUDIOVISUAL MATERIALS AND METHODS CONSISTS OF 42 HALF-HOUR TELEVISED LESSONS, WITH CORRELATED READING AND WRITTEN ASSIGNMENTS. THE COURSE IS DESIGNED FOR ELEMENTARY SCHOOL TEACHERS OF SOCIAL STUDIES, SCIENCE, AND LANGUAGE ARTS. THE LESSONS ARE BROADCAST FROM A LOCAL STATION. THIS STUDY GUIDE CONTAINS THE INFORMATION ON OBTAINING EQUIPMENT AND COMPLETING ASSIGNMENTS, AS WELL AS THE ASSIGNMENTS PROPER. THE COURSE MAY BE TAKEN FOR HIGH SCHOOL, TEACHER CERTIFICATE, STATE COLLEGE, OR UNIVERSITY OF WISCONSIN CREDIT. (MS)

**ED 016 383 EM 005 594**
*BROWN, JAMES W. AUBREY, RUTH H.*
**NEW MEDIA AND CHANGING EDUCATIONAL PATTERNS, A SUMMARY OF THE PREPARATIONS FOR, PRESENTATIONS, AND GROUP REPORTS OF THE NEW MEDIA WORKSHOP (TAHOE CITY,' CALIFORNIA, AUGUST 1-7, 1965).**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE 66
**EDRS PRICE MF-$0.50 HC-$3.88 95P.**
DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *CURRICULUM PLANNING, *INSTRUCTIONAL MEDIA, *LIBRARY INSTRUCTION, *WORKSHOPS, GUIDELINES, INSTRUCTIONAL INNOVATION, LEGISLATION, SCHOOLS,
A SUMMARY IS GIVEN OF THE ACTIVITIES OF THE NEW MEDIA WORKSHOP HELD AT THE UNIVERSITY OF CALIFORNIA ALUMNI CENTER, TAHOE CITY, ON AUGUST 1-7, 1965. THE PURPOSE OF THE WORKSHOP WAS TO CLARIFY ISSUES AND DEVELOP GUIDELINES RELATING TO AUDIOVISUAL AND SCHOOL LIBRARY EDUCATION, IN ORDER TO ASSIST SCHOOL PERSONNEL IN THE USE OF NEW MEDIA. THE MAIN CATEGORIES OF DISCUSSION WERE (1) NEW MEDIA PROBLEMS IN CALIFORNIA, (2) THE NATIONAL SCENE, (3) CURRICULUM TRENDS AND THE NEW MEDIA, (4) NEW MEDIA IN TODAY'S EDUCATIONAL PROGRAMS, AND (5) GUIDELINES AND RECOMMENDATIONS. (MS)

**ED 016 384 64 EM 005 615**
*OXHANDLER, EUGENE K. CHRISTEN, FRED L.*
**A COMPUTER SIMULATION OF A STATEWIDE FILM LIBRARY NETWORK--A FEASIBILITY STUDY FOR ACTUAL OPERATION. FINAL REPORT.**
SYRACUSE UNIV., N.Y.
REPORT NUMBER BR-5-0272
REPORT NUMBER NDEA-VIIB-533
PUB DATE SEP 66
CONTRACT OEC-5-16-024
**EDRS PRICE MF-$0.25 HC-$2.36 57P.**
DESCRIPTORS *COMPUTERS, *ESTIMATED COSTS, *FEASIBILITY STUDIES, *INSTRUCTIONAL FILMS, *LIBRARY SURVEYS, SPECIAL LIBRARIES,
TO COMBAT INEFFICIENCY IN FILM USE IN NEW YORK STATE SCHOOLS, THIS STUDY SOUGHT A WAY OF OFFERING TO TEACHERS GREATER FLEXIBILITY IN THE ORDERING, SCHEDULING, AND UTILIZATION OF FILMS. DATA WAS GATHERED ON FILM LIBRARY INVENTORIES, BOOKING RECORDS, TEACHER PREFERENCES, AND SYSTEM COSTS. TEACHER PREFERENCE DATA CURVES WERE INCONSISTENT WITH FILM AVAILABILITY CURVES, BUT COMPUTER SIMULATIONS PROJECTED THIS DATA INTO A MORE EFFICIENT FUTURE SYSTEM AND FOUND THAT A CENTRAL COMPUTERIZED BOOKING, DISTRIBUTION, AND BOOKKEEPING SYSTEM FOR ALL EDUCATIONAL ORGANIZATIONS IN NEW YORK IS INDEED FEASIBLE. FINALLY, COSTS OF A COMPUTER SYSTEM ARE DISCUSSED, AND FURTHER STUDY OF EFFICIENT FILM DISTRIBUTION METHODS (SUCH AS VIDEOTAPE RECORDERS ON A STATEWIDE TV NETWORK) ARE RECOMMENDED. (LH)

**ED 016 385 EM 005 623**
*MCMURRY, GLENN AND OTHERS*
**FILM CATALOG. UNIVERSITY OF SOUTHERN CALIFORNIA, 1965-66.**
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
AUDIO-VISUAL EDUCATION ASSN. OF CALIFORNIA
CONTRACT OEC-4-16-031
**EDRS PRICE MF-$0.75 HC-$5.68 140P.**
DESCRIPTORS *CATALOGS, *FILMS, AUTOMATION, COMPUTERS, IBM 1401 COMPUTER, IBM 1403 PRINTER,
THIS CATALOG, PRINTED BY COMPUTER UNDER THE SOUTHERN CALIFORNIA AUTOMATED CATALOGING PROJECT, CONTAINS AN ALPHABETICAL LISTING OF ALL FILMS AVAILABLE FROM THE UNIVERSITY OF CALIFORNIA FILM LIBRARY. (MS)

**ED 016 386 EM 005 633**
*CRIPWELL, KENNETH K.R.*
**TEACHING ADULTS BY TELEVISION, A REPORT OF AN EXPERIMENT IN THE TEACHING OF ELEMENTARY ENGLISH AND ARITHMETIC TO ADULT AFRICANS ON THE COPPERBELT, ZAMBIA, 1963-1965.**
RHODESIA UNIV. COLL., SALISBURY
REPORT NUMBER OP-6
PUB DATE 66
**EDRS PRICE MF-$0.75 HC-$5.56 137P.**
DESCRIPTORS *ADULT BASIC EDUCATION, *CLOSED CIRCUIT TELEVISION, *ENGLISH (SECOND LANGUAGE), *INSERVICE TEACHER EDUCATION, *TEACHING METHODS, ANGLO AMERICAN CORPORATION, ARITHMETIC, CONVENTIONAL INSTRUCTION, RHOKANA, ROAN SELECTION TRUST, STATISTICAL ANALYSIS,
THREE EXPERIMENTS WERE DESIGNED TO TEACH ADULT MEN WITH LIMITED EDUCATION A CLOSED-CIRCUIT TELEVISIED COURSE IN ENGLISH AND ARITHMETIC, TO BE REINFORCED BY CONVENTIONAL CLASSROOM INSTRUCTION. BACKGROUND AND GENERAL PROCEDURES OF THE EXPERIMENTS ARE DESCRIBED, AND STATISTICAL DATA REPORTED FOR COMPARISONS ON ABILITY BEFORE AND AFTER INSTRUCTION AMONG EXPERIMENTAL SAMPLES MATCHED ON SOME VARIABLES TO A CONTROL GROUP. RESULTS (SOME STATISTICALLY SIGNIFICANT) THAT ADULTS APPEARED TO LEARN AT LEAST AS FAST BY TV AS IN A CONVENTIONAL CLASSROOM, ARE DISCUSSED ALONG WITH POSSIBLE DESIGN AND SAMPLING ERRORS. (LH)

**ED 016 387 EM 005 634**
*BERMAN, MARK L.*
**SOME CONSIDERATIONS IN THE EDUCATION OF INDIGENOUS GROUPS IN THE SOUTHWEST.**
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER SP-2148
PUB DATE 19 JUL 65
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *AMERICAN INDIANS, *CULTURAL ENVIRONMENT, *EDUCATIONAL IMPROVEMENT, *PROGRAMED INSTRUCTION, *SPANISH AMERICANS, ECONOMIC FACTORS,
THE GENERAL SIZE AND DISTRIBUTION OF THE INDIGENOUS POPULATIONS OF THE SOUTHWESTERN UNITED STATES, INCLUDING INDIANS AND SPANISH-SPEAKING PEOPLES, ARE DISCUSSED. SELECTED RESEARCH FINDINGS REGARDING EFFORTS TO IMPROVE METHODS OF DEALING WITH THE EDUCATIONAL PROBLEMS OF THESE PEOPLE ARE PRESENTED. FINALLY, THERE IS DISCUSSION OF THE APPLICABILITY OF CERTAIN EDUCATIONAL TECHNIQUES, SUCH AS PROGRAMED INSTRUCTION. (MS)

**ED 016 388 64 EM 005 635**
**TRI-STATE REGIONAL LEADERSHIP PLANNING CONFERENCE FOR THE DISSEMINATION OF INFORMATION ABOUT THE MORE EFFECTIVE USES OF THE NEW EDUCATIONAL MEDIA (NASHVILLE, AUGUST 10-12, 1959). FINAL REPORT.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
**EDRS PRICE MF-$0.50 HC-$4.00 98P.**
DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *CONFERENCE REPORTS, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MEDIA, *STATE ACTION, EDUCATIONAL TELEVISION, LANGUAGE LABORATORIES, SCHOOLS, TEACHERS,
THE 46 PARTICIPANTS REPRESENTED PROFESSIONAL ORGANIZATIONS, SCHOOL SYSTEMS, UNIVERSITIES, COLLEGES, AND DEPARTMENTS OF EDUCATION IN TENNESSEE, KENTUCKY, AND

WEST VIRGINIA. AMONG TOPICS DISCUSSED WERE CREATIVE USES OF WELL-KNOWN MEDIA, UTILIZATION OF LANGUAGE LABS AND TELEVISION, NEEDS AND RESOURCES FOR INFORMATION DISSEMINATION, AND GUIDELINES FOR ACTION TO IMPROVE INSTRUCTIONAL TECHNIQUES. A FOLLOW-UP STUDY OF THE CONFERENCE IS INCLUDED, AS IS A STATEMENT OF THE FOLLOW-UP ACTIVITIES OF EACH STATE INVOLVED. (MS)

**ED 016 389** **EM 005 639**
*WIENS, JACOB H.*
A COMPARATIVE STUDY OF VIDEO TAPE RECORDINGS.
WEINS ELECTRONIC LABS., WOODSIDE, CALIF.
REPORT NUMBER SA-3055
CALIFORNIA STATE DEPT. OF GEN. SERVICES,SACRAMENTO
PUB DATE 20 OCT 66
EDRS PRICE MF-$0.50 HC-$4.08 100P.
DESCRIPTORS *COMPARATIVE TESTING, *EQUIPMENT EVALUATION, *EQUIPMENT MANUFACTURERS, *INSTRUCTIONAL TELEVISION, *VIDEO TAPE RECORDINGS, EDUCATIONAL EQUIPMENT, KINESCOPE RECORDINGS, SCHOOLS, TAPE RECORDERS,
THE COMPARATIVE EFFECTIVENESS OF PRESENTLY AVAILABLE VIDEO TAPE MACHINES IS REPORTED, FOR THE CONVENIENCE OF SCHOOL ADMINISTRATORS PLANNING TO USE SUCH EQUIPMENT IN EDUCATIONAL PROGRAMS. TESTS WERE CONDUCTED AT THE WIENS ELECTRONIC LABORATORIES. MACHINE BRANDS TESTED WERE AMPEX, CONCORD, MACHTRONICS, PRECISION, RCA, SONY, AND WOLLENSAK. A DETAILED MECHANICAL COMPARISON IS GIVEN IN CHARTS AND GRAPHS. AVAILABILITY OF INSTRUCTIONAL TELEVISION MATERIAL IS SHOWN ON A TABLE OF PRODUCTION CENTERS AND DISTRIBUTING LIBRARIES. (MS)

**ED 016 390** **24** **EM 005 640**
PROCEEDINGS OF THE CONFERENCE ON INSTRUCTIONAL METHODS AND TEACHER BEHAVIOR (BERKELEY, NOVEMBER 21-22, 1966).
FAR WEST LAB. FOR EDUCATIONAL RES. AND DEV.
REPORT NUMBER BR-6-2931
EDRS PRICE MF-$0.25 HC-$2.36 57P.
DESCRIPTORS *CONFERENCE REPORTS, *EDUCATIONAL RESEARCHERS, COMPUTER ASSISTED INSTRUCTION, DISADVANTAGED YOUTH, INDIVIDUAL INSTRUCTION, MICROTEACHING, OSCAR, RETARDED CHILDREN, TEACHER BEHAVIOR,
SUMMARIES ARE GIVEN OF CONFERENCE PRESENTATIONS MADE BY INSTRUCTIONAL RESEARCHERS INVOLVED IN CURRENT PROJECTS. TITLES INCLUDE (1) COMPUTER ASSISTED INSTRUCTION--A TOOL FOR TEACHING AND RESEARCH, (2) INSTRUCTION FOR EDUCATIONALLY AND CULTURALLY DEPRIVED ADOLESCENTS, (3) MICROTEACHING AS A TEACHING METHODOLOGY, (4) INDIVIDUALLY PRESCRIBED INSTRUCTION, (5) REINFORCEMENT MENUS IN THE INSTRUCTION OF MENTALLY RETARDED CHILDREN, (6) STRATEGIES FOR TEACHING STUDENTS TO ANALYZE PUBLIC CONTROVERSY, (7) STUDYING TEACHER BEHAVIOR WITH THE OSCAR TECHNIQUE, AND (8) BEYOND PROGRAMED INSTRUCTION. (MS)

**ED 016 391** **24** **EM 005 645**
*LUND, VICTOR E.*
THE EVALUATION OF ELECTRONIC SELF-INSTRUCTION ON PIANO KEYBOARD. FINAL REPORT.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER CRP-3265
REPORT NUMBER R-57
REPORT NUMBER BR-5-0259
PUB DATE AUG 66
GRANT OEG-6-10-038
EDRS PRICE MF-$0.25 HC-$2.24 54P.
DESCRIPTORS *ELECTROMECHANICAL AIDS, *FEEDBACK, *MECHANICAL SKILLS, *MUSIC TECHNIQUES, *TEACHER EDUCATION, ANALYSIS OF VARIANCE, ATTITUDES, PROGRAMED TUTORING, RATING SCALES,
OBJECTIVES OF THIS STUDY WERE TO COMPARE THE LEARNING OF PIANO KEYBOARD SKILLS BY CONVENTIONAL INSTRUCTION AND BY AN "ELECTRONIC KEYBOARD TUTOR" (EKT) DEVICE, BOTH PROVIDING MONITORING, AND IMMEDIATE FEEDBACK. THE EKT PROVIDES VISUAL FEEDBACK ONLY--IT IS A SYSTEM OF ELECTRIC SWITCHES CONNECTED TO A PIANO KEYBOARD. EDUCATION STUDENTS INITIALLY AT THREE LEVELS OF PIANO PROFICIENCY IN A MUSIC FUNDAMENTALS COURSE WERE ASSIGNED BY CLASS TO THE INSTRUCTIONAL MODES. MULTIPLE MEASURES OF PROFICIENCY INCLUDED PERFORMANCE RATINGS BY THREE JUDGES, AND AMOUNT OF PRACTICE TIME REQUIRED TO REACH A CRITERION PERFORMANCE LEVEL. ANALYSIS OF VARIANCE SHOWED THAT FOR INITIALLY PROFICIENT STUDENTS, EITHER INSTRUCTIONAL METHOD IS ADEQUATE, BUT FOR NAIVE STUDENTS, THE CONVENTIONAL METHOD IS SUPERIOR. ALSO, PRACTICE TIME WAS SIGNIFICANTLY DIFFERENT BETWEEN THE TWO INSTRUCTIONAL METHODS. STUDENT ATTITUDES TOWARD THE EKT WERE NEUTRAL, AND INSTRUCTOR ATTITUDES VARIED. RELUCTANCE TO PRACTICE ON THE EKT IS DISCUSSED. (LH)

**ED 016 392** **EM 005 646**
*MARTIN, JOHN R.*
CLOSED-CIRCUIT TELEVISION AS A TEACHING AID.
CASE INST. OF TECH., CLEVELAND, OHIO
REPORT NUMBER RR-948-4
PUB DATE 01 AUG 57
EDRS PRICE MF-$0.25 HC-$0.64 14P.
DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *DEMONSTRATIONS (EDUCATIONAL), *EDUCATIONAL TELEVISION, *EQUIPMENT UTILIZATION, *TECHNOLOGY, EFFECTIVE TEACHING, LECTURE, MILITARY TRAINING,
THE UTILITY OF CLOSED CIRCUIT TELEVISION (CCTV) FOR THE TEACHING OF COMPLEX TECHNOLOGICAL MATERIAL IS EXAMINED. THE AUTHOR FEELS THAT MILITARY, SURGICAL, AND DENTAL TRAINING CAN PARTICULARLY BENEFIT FROM CCTV, AND THAT LECTURE DEMONSTRATIONS ARE MOST EFFECTIVELY PRESENTED VIA CCTV. EQUIPMENT REQUIREMENTS ARE DISCUSSED. (MS)

**ED 016 393** **EM 005 651**
*HENDERSHOT, CARL H.*
PROGRAMMED LEARNING--A BIBLIOGRAPHY OF PROGRAMS AND PRESENTATION DEVICES. FOURTH EDITION.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BIBLIOGRAPHIES, *COSTS, *COURSE DESCRIPTIONS, *EQUIPMENT MANUFACTURERS, *PROGRAMED INSTRUCTION, INSTRUCTIONAL PROGRAMS, PERIODICALS, REFERENCE BOOKS,
PROGRAMS ARE LISTED BY SUBJECT AND PUBLISHER, WITH CONTENT DESCRIPTIONS AND INDICATIONS OF PRICE AND LENGTH. DEVICES ASSISTING IN THE PRESENTATION OF PROGRAMS ARE LISTED BY MANUFACTURER. A REFERENCE SECTION LISTS PERIODICALS, BOOKS, AND OTHER INFORMATION CONCERNING PROGRAMED INSTRUCTION. THIS SECTION PROVIDES RESOURCES FOR PROGRAM EVALUATION. COPIES OF THE BASIC BIBLIOGRAPHY MAY BE ORDERED FROM DR. CARL HENDERSHOT, 4114 RIDGEWOOD DRIVE, BAY CITY, MICHIGAN 48707, FOR $11.50. SUPPLEMENTS EXTRA. DEDUCT $0.50 IF PAYMENT ACCOMPANIES ORDER. (MS)

**ED 016 394** **EM 005 967**
*WIGREN, HAROLD E. AND OTHERS*
A SURVEY OF INSTRUCTIONAL CLOSED-CIRCUIT TELEVISION 1967.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER BR-6-2026
PUB DATE 20 JUL 67
GRANT OEG-2-6-0626-1736
EDRS PRICE MF-$1.00 HC NOT AVAILABLE FROM EDRS. 203P.
DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *EQUIPMENT UTILIZATION, *INSTRUCTIONAL TELEVISION, *NATIONAL SURVEYS, *SCHOOLS, DIRECTORIES, GROWTH PATTERNS,
A NATIONWIDE SURVEY OF THE UTILIZATION OF IN-SCHOOL CLOSED-CIRCUIT TELEVISION (CCTV) AND INSTRUCTIONAL TELEVISION FIXED SERVICES RESULTED IN THE COMPILATION OF THE ATTACHED DIRECTORY OF AMERICAN EDUCATIONAL INSTITUTIONS CURRENTLY USING CCTV. ALSO INCLUDED ARE NARRATIVE AND TABULAR DATA DESCRIBING PRESENT PATTERNS OF CCTV UTILIZATION AND POSSIBLE FUTURE TRENDS FOR GROWTH AND CHANGE IN THIS FIELD. COPIES OF THIS DOCUMENT MAY BE ORDERED AS STOCK NUMBER 071-02890 FOR $3.00 EACH FROM THE NATIONAL EDUCATION ASSOCIATION, PUBLICATION SALES, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036. (MS)

**ED 016 395** **EM 005 968**
NATIONAL AUDIO TAPE CATALOG.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE 67
EDRS PRICE MF-$0.75 HC NOT AVAILABLE FROM EDRS. 131P.
DESCRIPTORS *CATALOGS, *INSTRUCTIONAL MATERIALS, *TAPE RECORDINGS, EQUIPMENT MANUFACTURERS,
NEARLY 5,000 EDUCATIONAL TAPES ARE CATALOGED IN A SUBJECT AREA LISTING WITH SERIES DESCRIPTION AND AN ALPHABETICAL LISTING BY INDIVIDUAL TITLES. TAPES WERE SELECTED ON THE BASIS OF CURRICULAR RELEVANCE AND PRODUCTION QUALITY. COPIES OF THIS CATALOG ARE AVAILABLE FROM THE NATIONAL EDUCATION ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. 20036, FOR $3.00 EACH. (MS)

**ED 016 396** **EM 005 969**
*WILSON, ROY K. AND OTHERS*
TECHNOLOGY IN EDUCATION. EDUCATION U.S.A. SPECIAL REPORT.
NATIONAL SCHOOL PUBLIC RELATIONS ASSN., WASH.,D.C.
PUB DATE 67

EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 27P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *DISADVANTAGED ENVIRONMENT, *EDUCATIONAL INNOVATION, *INSTRUCTIONAL TECHNOLOGY, *STUDENT TEACHER RELATIONSHIP, EDUCATIONAL ADMINISTRATION, FINANCIAL PROBLEMS, INDIVIDUAL INSTRUCTION, NATIONAL PROGRAMS, NEGRO STUDENTS, SCHOOL SYSTEMS,

THE POSSIBLE RESULTS AND IMPLICATIONS OF THE NEW TECHNOLOGICAL DEVELOPMENTS IN EDUCATION ARE DISCUSSED, WITH SPECIAL ATTENTION TO THE CURRENT STATE OF THE ART, TEACHER-STUDENT RELATIONSHIPS, EDUCATION IN SLUM AREAS, INDIVIDUALIZED INSTRUCTION, A MODERNIZED LEARNING SYSTEM, EDUCATIONAL ADMINISTRATION AND FUNDING ON THE NATIONAL LEVEL, NECESSARY ADJUSTMENTS IN THE EDUCATIONAL SYSTEM, AND THE NEGRO STUDENT. INFORMATION SOURCES ON EDUCATIONAL TECHNOLOGY ARE GIVEN. COPIES OF THIS DOCUMENT MAY BE ORDERED FROM THE NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, 1201 16TH STREET, N.W., WASHINGTON, D.C. FOR $1.50. (MS)

**ED 016 397 EM 005 970**
*JOYCE, BRUCE R.*
MAN, MEDIA, AND MACHINES--THE TEACHER AND HIS STAFF.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE 67
EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 28P.

DESCRIPTORS *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL MATERIALS CENTERS, *INSTRUCTIONAL MEDIA, *SCHOOL ORGANIZATION, *TEAM TEACHING, COMPUTER ASSISTED INSTRUCTION, CREATIVE TEACHING, MODELS, PROGRAMED INSTRUCTION, TEACHER ROLE,

AN ORGANIZATIONAL MODEL FOR THE SCHOOL IS PROPOSED, PLACING TEACHERS AT THE CENTER OF THE DECISION-MAKING PROCESS AND PROVIDING THEM WITH A SUPPORTIVE STAFF TO HELP INDIVIDUALIZE EDUCATION. IN THIS MODEL, A DIRECT INSTRUCTION TEAM WORKS WITH A PROFESSIONAL STAFF, WHO ORGANIZE INSTRUCTIONAL MATERIALS AND PROVIDE CONSULTANT HELP, AT THE INSTRUCTIONAL SUPPORT CENTERS. COPIES OF THIS DOCUMENT MAY BE OBTAINED FOR $0.75 EACH FROM THE NATIONAL EDUCATION ASSOCIATION, PUBLICATIONS-SALES SECTION, 1201 16TH STREET, N.W., WASHINGTON, D.C. (MS)

**ED 016 398 24 EM 005 971**
*KAUPE, ARTHUR F., JR.*
OPERATING SOFTWARE FOR A COMPUTER-BASED INSTRUCTION SYSTEM.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER TR-3
REPORT NUMBER BR-5-0253
REPORT NUMBER RR-66-5K00-TEACH-R1
PUB DATE 10 MAR 66
EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *DIGITAL COMPUTERS, ADMINISTRATION, INDIVIDUALIZED PROGRAMS, PROGRAM DEVELOPMENT, RESOURCE ALLOCATIONS,

FOUR SOFTWARE COMPONENTS (COMPILER, INTERPRETER, EXECUTIVE, SERVICE) OF A COMPUTER-BASED INSTRUCTION SYSTEM ARE DESCRIBED. (LH)

**ED 016 399 56 EM 005 979**
*GEDDES, L.A. AND OTHERS*
A CLOSED-CIRCUIT DATA BROADCAST SYSTEM.
REPORT NUMBER NDEA-VIIA-074
EDRS PRICE MF-$0.25 HC-$0.68 15P.

DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *DEMONSTRATIONS (EDUCATIONAL), *LABORATORY TECHNIQUES, *MEDICAL STUDENTS, PHYSIOLOGY,

THIS PAPER DESCRIBES A CLOSED CIRCUIT TELEVISION SYSTEM USED FOR LECTURES AND LABORATORY DEMONSTRATIONS IN MEDICAL PHYSIOLOGY FOR FIRST YEAR MEDICAL STUDENTS. (LH)

**ED 016 400 24 EM 005 985**
*ALLEN, WILLIAM H.*
VISUAL AND AUDIO PRESENTATION IN MACHINE PROGRAMED INSTRUCTION. FINAL REPORT.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER BR-5-0724
PUB DATE JAN 67
CONTRACT OEC-3-10-084
EDRS PRICE MF-$1.00 HC-$9.24 229P.

DESCRIPTORS *EXPERIMENTS, *INDIVIDUAL DIFFERENCES, *PROGRAM CONTENT, *PROGRAMED INSTRUCTION, *RESEARCH DESIGN, AURAL STIMULI, ETHNIC GROUPING, INTELLIGENCE QUOTIENT, LINEAR PROGRAMING, LITERATURE REVIEWS, SEX (CHARACTERISTICS), STATISTICAL ANALYSIS, TEACHING MACHINES, VISUAL STIMULI,

THIS STUDY WAS PART OF A LARGER RESEARCH PROGRAM AIMED TOWARD DEVELOPMENT OF PARADIGMS OF MESSAGE DESIGN. OBJECTIVES OF THREE PARALLEL EXPERIMENTS WERE TO EVALUATE INTERACTIONS OF PRESENTATION MODE, PROGRAM TYPE, AND CONTENT AS THEY AFFECT LEARNER CHARACTERISTICS. EACH EXPERIMENT USED 18 TREATMENTS IN A FACTORIAL DESIGN WITH RANDOMLY SELECTED GROUPS OF ABOUT 400 GRADE 8 STUDENTS EACH. AUDIO PRESENTATION MODES WERE--SILENT, REDUNDANT, DIRECTIVE. VISUAL MODES WERE--PRINTED VERBAL, STILL GRAPHIC, MOTION PICTURE. PROGRAMS WERE LINEAR AND BRANCHING. PROGRAM CONTENT (ON THE SUBJECT "CRYSTALLOGRAPHY") INVOLVED NON-CONCRETE REFERENTS (SUCH AS SPELLING OF WORDS), CONCRETE REFERENTS (THOSE DESCRIBABLE BY PICTURES), AND ACTION-PROCESS (CONTINUOUS ACTION SEQUENCES). CONTENT WAS HELD CONSTANT IN EACH EXPERIMENT. EQUIPMENT AND STUDENT SELECTION FACTORS WERE CAREFULLY CONTROLLED. IMMEDIATE POST-TEST SCORES ON FOUR DIFFERENT MEASURES WERE STATISTICALLY ANALYZED, AND SEVERAL SIGNIFICANT RELATIONSHIPS FOR SPECIFIC CONDITIONS EMERGED. HOWEVER, NO CONSISTENT PATTERNS OF SUPERIORITY FOR ANY RELATIONSHIPS BETWEEN VISUAL, AUDIO, OR PROGRAMING VARIABLES WERE DEMONSTRATED, WITH ONE EXCEPTION. FUTHERMORE, FEW CONSISTENT RELATIONSHIPS BETWEEN PRESENTATION MODES AND LEARNER CHARACTERISTICS WERE FOUND. ONE MAJOR CONCLUSION OF THE EXPERIMENTS WAS THAT EVEN UNDER SELECTED CONDITIONS, A RELATIONSHIP COULD BE DEMONSTRATED BETWEEN CONTENT AND PRESENTATION MODE. (LH)

**ED 016 401 56 EM 005 986**
*BIVENS, LYLE W. AND OTHERS*
SELF-DIRECTION IN PROGRAMED INSTRUCTION--EFFECTS ON LEARNING IN LOW-ABILITY STUDENTS.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-D10-7-63-TR
REPORT NUMBER NDEA-VIIA-946
PUB DATE JUL 63
GRANT OEG-7-48-0000-183
EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS *INDEPENDENT STUDY, *LOW ABILITY STUDENTS, *PROGRAMED INSTRUCTION, *QUESTIONNAIRES, *RETENTION, ACHIEVEMENT TESTS, ANALYSIS OF VARIANCE, EXPERIMENTS, GRADE 9, LINEAR PROGRAMING, SET THEORY,

TWO GRADE 9 MATH CLASSES (41 STUDENTS) OF LOW ABILITY WERE EACH EXPOSED TO LINEAR AND SELF-DIRECTED (COMPLETE FREEDOM AS TO EXTENT, SEQUENCE, AND METHOD OF STUDY) PROGRAMS ON SET THEORY AND PERMUTATIONS. ANALYSIS OF VARIANCE FOR ACHIEVEMENT TEST SCORES AND MEAN RETENTION SCORES SHOWED NO SIGNIFICANT EFFECT OF PROGRAM TYPE OF STUDY TIME. QUESTIONNAIRE DATA SHOWED, IN PART, A SIGNIFICANT PREFERENCE FOR THE LINEAR PROGRAM. THE AUTHORS POINT OUT THAT SELF-DIRECTION DID NOT AFFECT PERFORMANCE ADVERSELY. (LH)

**ED 016 402 24 EM 005 993**
*WEBB, NEIL J.*
INNOVATION IN STUDENT DISCUSSION RELATED PROCEDURES.
REPORT NUMBER BR-5-0923
PUB DATE 02 SEP 66
CONTRACT OEC-6-10-244
EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS *COLLEGE STUDENTS, *GROUP DISCUSSION, *INDEPENDENT STUDY, *LEARNING MOTIVATION, *SELF DIRECTED CLASSROOMS, ATTITUDES, QUESTIONNAIRES, RATING SCALES, TAPE RECORDERS, TEACHER ROLE,

THIS PAPER REPORTS "TREND" DATA FROM QUESTIONNAIRES, RATING FORMS, AND COMPARATIVE STUDIES OF STUDENT-DIRECTED GROUP DISCUSSIONS IN COLLEGE PSYCHOLOGY COURSES. THE PAPER WAS READ AT THE AMERICAN PSYCHOLOGICAL ASSOCIATION CONVENTION, SEPTEMBER 2, 1966, NEW YORK. (LH)

**ED 016 403 EM 005 994**
*MEDVED, EVA SULLIVAN, JOYCE A.*
AN EXPERIMENTAL STUDY OF TELEVISED FOOD DEMONSTRATIONS TO DETERMINE THE EFFECTIVENESS OF PRESENTATION METHODS.
KENT STATE UNIV., OHIO
PUB DATE SEP 66
GRANT OEG-6-10-226
EDRS PRICE MF-$0.25 HC-$0.20 3P.

DESCRIPTORS *ATTITUDES, *FOODS INSTRUCTION, *LABORATORY TECHNIQUES, *TELEVISED INSTRUCTION, *TEST RELIABILITY, BEHAVIOR RATING SCALES,

DIRECT CLASSROOM AND COMMERCIAL APPROACHES TO TELEVISED FOOD DEMONSTRATIONS WERE EVALUATED BY PRE AND POST TESTS ON PAPER, AND IN THE LABORATORY. ATTITUDE RATING SCALES, AND SUBJECTIVE COMMENTS. TOTAL NUMBER OF STUDENT AND EDUCATOR PARTICIPANTS IS NOT GIVEN. OBJECTIVE TEST GAIN SCORES FOR BOTH APPROACHES WERE STATISTICALLY SIGNIFICANT, BUT LAB TESTS AND STUDENT ATTITUDES DEFINITELY FAVORED THE COMMERCIAL APPROACH. (LH)

**ED 016 404** **EM 005 996**
*BRAUM, CYRIL M. AND OTHERS*
A NATIONAL POLICY FOR EDUCATIONAL TELEVISION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
PUB DATE DEC 61
EDRS PRICE MF-$0.25 HC-$0.64 14P.
DESCRIPTORS *EDUCATIONAL IMPROVEMENT, *EDUCATIONAL TELEVISION, *ESTAMATED COSTS, *FEDERAL PROGRAMS, *PERSONNEL NEEDS, FINANCIAL PROBLEMS, NATIONAL PROGRAMS,
THE PANEL WAS ASKED TO STUDY NEW DEVELOPMENTS IN COMMUNICATIONS AND EDUCATIONAL MEDIA AND TO MAKE RECOMMENDATIONS TO THE U.S. COMMISSIONER OF EDUCATION ON NATIONAL EDUCATIONAL POLICY. THE MOST SIGNIFICANT NATIONAL PROBLEM WAS FOUND TO CONCERN EDUCATIONAL TELEVISION. THE MAJOR QUESTIONS RAISED BY THE PANEL CONCERNED (1) THE FUTURE GROWTH CURVE OF EDUCATIONAL TV, (2) IMPROVEMENT OF PROGRAMS, (3) CONTIBUTIONS OF TV TO EDUCATION, (4) MANPOWER FOR EDUCATIONAL TV, (5) FINANCING FOR EDUCATIONAL TV, (6) CHANNEL ALLOCATIONS FOR EDUCATIONAL TV, AND (7) GUIDANCE FOR EDUCATIONAL INSTITUTIONS REGARDING TV FACILITIES. (MS)

**ED 016 405** **EM 005 998**
*RODGERS, WILLIAM A. GARIGLIO, LAWRENCE M.*
TOWARD A COMPUTER BASED INSTRUCTIONAL SYSTEM.
SAGINAW TOWNSHIP COMMUNITY SCHOOLS, MICH.
GRANT OEG-3-6-000802-1477
EDRS PRICE MF-$0.50 HC-$3.44 84P.
DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *EDUCATIONAL ENVIRONMENT, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL PROGRAMS, EQUIPMENT UTILIZATION, SYSTEMS APPROACH, UNGRADED PROGRAMS,
THE INFORMATION FOR THIS REPORT WAS OBTAINED FROM VARIOUS COMPUTER ASSISTED INSTRUCTION INSTALLATIONS. COMPUTER BASED INSTRUCTION REFERS TO A SYSTEM AIMED AT INDIVIDUALIZED INSTRUCTION, WITH THE COMPUTER AS CENTRAL CONTROL. SUCH A SYSTEM HAS 3 MAJOR SUBSYSTEMS--INSTRUCTIONAL, RESEARCH, AND MANAGERIAL. THIS REPORT EMPHASIZES THE INSTRUCTIONAL SUBSYSTEM. THE 3 BASIC COMPONENTS OF THIS SUBSYSTEM ARE--BREAKDOWN OF GRADE-BY-GRADE CURRICULA, BREAKDOWN OF STATIC CLASSROOM SIZE, AND USE OF COMPUTER AND OTHER DEVICES TO PRESENT INSTRUCTIONAL INFORMATION. (MS)

**ED 016 406** **EM 005 999**
*BROWN, DONALD J. BROWN, JAMES W.*
EFFECTS OF SPECIAL MEDIA INSTITUTE PROGRAMS UPON THE BEHAVIOR OF TITLE XI NDEA INSTITUTE DIRECTORS (ENGLISH, HISTORY, GEOGRAPHY, READING, MODERN FOREIGN LANGUAGES, AND SCHOOL LIBRARY PERSONNEL). FINAL REPORT.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE OCT 66
EDRS PRICE MF-$0.50 HC-$3.08 75P.
DESCRIPTORS *ADMINISTRATIVE PERSONNEL, *BEHAVIOR DEVELOPMENT, *INSTITUTES (TRAINING PROGRAMS), *INSTRUCTIONAL MEDIA, *MEDIA TECHNOLOGY, ENGLISH, GEOGRAPHY, HISTORY, INSTRUCTIONAL INNOVATION, MODERN LANGUAGES, READING, SCHOOL LIBRARIES,
TO MEASURE THE IMPACT OF THE INSTITUTES UPON THE PARTICIPANTS, 32 INSTITUTES WERE VISITED BY EXPERTS IN MEDIA USE. THE SPECIAL MEDIA INSTITUTES STRESSED APPLICATIONS OF EDUCATIONAL MEDIA TO VARIOUS FIELDS. THE EFFECT OF THE INSTITUTE EXPERIENCE UPON PARTICIPANT ATTITUDES AND BEHAVIOR WITH RESPECT TO NEW TEACHING MATERIALS WAS FOUND TO BE POSITIVE. (MS)

**ED 016 407** **EM 006 013**
*NUSS, EUGENE M. ROOKEY, ERNEST J.*
A DEMONSTRATION MODEL OF A MEANS TO DISSEMINATE ADVANCEMENTS IN INSTRUCTIONAL USES OF EDUCATIONAL MEDIA. FINAL REPORT.
PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
REPORT NUMBER BR-5-0271
LOCK HAVEN STATE COLL., PA.
REPORT NUMBER NDEA-VIIB-540
PUB DATE SEP 66
CONTRACT OEC-5-16-023
EDRS PRICE MF-$0.75 HC-$6.24 154P.
DESCRIPTORS *EXPERIMENTS, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MEDIA, *STATISTICAL ANALYSIS, *TEACHER BEHAVIOR, AUDIOVISUAL PROGRAMS, BEHAVIOR CHANGE, PENNSYLVANIA, PUBLICATIONS, TEST RELIABILITY, TEST VALIDITY, THE CIRCULATOR,
THIS STUDY WAS PHASE 1 OF A 2-PHASE PROJECT DESIGNED TO CHANGE TEACHER BEHAVIOR WITH THE OBJECTIVE OF IMPROVED CLASSROOM UTILIZATION OF NEW INSTRUCTIONAL MEDIA. PHASE 1 TRIED TO INCREASE TEACHER KNOWLEDGE OF MEDIA VIA A MONTHLY NEWSLETTER, "THE CIRCULATOR," DISTRIBUTED IN 5 DISSEMINATION PATTERNS TO 2,200 EDUCATORS IN PENNSYLVANIA. A CONTROL GROUP RECEIVED NO COPIES. ANALYSIS OF RESULTS SHOWED NO SIGNIFICANT DIFFERENCES AMONG PATTERNS AND SMALL EVIDENCE OF READER INTEREST. IT IS SUGGESTED THAT A FOLLOW-UP STUDY OF THIS PROJECT IDENTIFY VARIABLES POSSIBLY CONTAMINATING THE FINDINGS OF THIS STUDY, AND DETERMINE READER REACTION TO THE PUBLICATION. APPENDICES INCLUDE ISSUES OF "THE CIRCULATOR." (MS)

**ED 016 408** **56** **EM 006 038**
*BUCH, JOHN N.*
AN EXPERIMENTAL PROJECT TO MEASURE CERTAIN FACETS OF LANGUAGE GROWTH FOR HIGH SCHOOL STUDENTS IN BEGINNING FRENCH WHEN VARIATIONS OF LANGUAGE LABORATORY EQUIPMENT ARE UTILIZED IN THE INSTRUCTIONAL PROCESS. FINAL REPORT.
EASTON AREA JOINT HIGH SCHOOL SYSTEM, PA.
REPORT NUMBER NDEA-VIIA-759-1
GRANT OEG-736148
EDRS PRICE MF-$0.25 HC-$1.68 40P.
DESCRIPTORS *AUDIO EQUIPMENT, *FRENCH, *LANGUAGE LABORATORIES, *TAPE RECORDINGS, CONVENTIONAL INSTRUCTION, EXPERIMENTS, HIGH SCHOOL STUDENTS, RATING SCALES, STATISTICAL ANALYSIS,
THIS EXPERIMENT COMPARED MERITS OF FOUR COMBINATIONS OF AUDIO-ACTIVE, AND RECORD-PLAYBACK ARRANGEMENTS IN HIGH SCHOOL FRENCH LANGUAGE LABORATORIES FOR 120 SOPHOMORES MATCHED ON FIVE PREDICTIVE MEASURES. ACHIEVEMENT TEST SCORES, GRADES, AND RATINGS BY THREE INDEPENDENT JUDGES WERE STATISTICALLY ANALYZED. BEST PERFORMANCE WAS ACHIEVED BY THE EXPERIMENTAL GROUP SPENDING 80 PERCENT OF THE TIME USING AUDIO-ACTIVE EQUIPMENT ONLY. IMPLICATIONS FOR OPTIMUM USE OF LANGUAGE LABORATORIES WERE DISCUSSED. REQUESTS FOR THIS REPORT SHOULD BE ADDRESSED TO--MR. EDWARD TRACY, SUPERINTENDENT OF SCHOOLS, EASTON AREA SCHOOL SYSTEM, EASTON, PENNSYLVANIA. (LH)

**ED 016 409** **EM 006 086**
*ELY, DONALD P.*
THE CHANGING ROLE OF THE AUDIOVISUAL PROCESS IN EDUCATION--A DEFINITION AND A GLOSSARY OF RELATED TERMS.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER TDP-MONGR-1
PUB DATE 63
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$1.00 HC-$10.68 265P.
DESCRIPTORS *AUDIOVISUAL COMMUNICATION, *AUDIOVISUAL INSTRUCTION, *GLOSSARIES, *INSTRUCTIONAL TECHNOLOGY, EDUCATIONAL CHANGE,
A DEFINITION OF THE BROADER FIELD OF INSTRUCTIONAL TECHNOLOGY WHICH INCORPORATES CERTAIN ASPECTS OF THE ESTABLISHED AUDIOVISUAL FIELD IS PRESENTED. THE NEED FOR DEFINITION IS DISCUSSED, WITH A REVIEW OF DEVELOPMENTS IN THE AUDIOVISUAL FIELD OVER THE PAST 30 YEARS. THE LARGER PART OF THE DOCUMENT IS A GLOSSARY OF APPROXIMATELY 900 WIDELY USED TERMS RELATING TO INSTRUCTIONAL TECHNOLOGY. TERMS ARE LISTED BOTH ALPHABETICALLY AND BY SUBJECT AREAS. (MS)

**ED 016 410** **EM 006 092**
CREATIVE TEACHING WITH TAPE.
MINNESOTA MINING AND MANUFACTURING CO., ST. PAUL
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CLASSROOM TECHNIQUES, *CREATIVE TEACHING, *EQUIPMENT MANUFACTURERS, *EQUIPMENT UTILIZATION, *TAPE RECORDERS,
SOME CLASSROOM APPLICATIONS OF THE TAPE RECORDER ARE DISCUSSED, WITH SECTIONS ON THE CARE, USE, AND SELECTION OF TAPE RECORDING EQUIPMENT ACCESSORIES. THIS DOCUMENT IS AVAILABLE FROM WOLLENSAK-3M COMPANY ATTENTION--CREATIVE TEACHING WITH TAPE, 2501 HUDSON ROAD, ST. PAUL, MINNESOTA 55119. (MS)

**ED 016 411** **EM 006 093**
AUDIO-VISUAL INSTRUCTION, AN ADMINISTRATIVE HANDBOOK.
MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY
REPORT NUMBER PUB-21-H
PUB DATE 61
EDRS PRICE MF-$0.50 HC-$4.52 111P.
DESCRIPTORS *AUDIOVISUAL INSTRUCTION, *BUDGETING, *EQUIPMENT UTILIZATION, *PERSONNEL SELECTION, *PROGRAM ADMINISTRATION, ADMINISTRATIVE PERSONNEL, ANNOTATED BIBLIOGRAPHIES, GUIDELINES, INSTRUCTIONAL MATERIALS CENTERS,
THIS HANDBOOK WAS DESIGNED FOR USE BY SCHOOL ADMINISTRATORS IN DEVELOPING A TOTAL AUDIOVISUAL (AV) PROGRAM. ATTENTION IS GIVEN TO THE IMPORTANCE OF AUDIOVISUAL MEDIA TO EFFECTIVE INSTRUCTION, ADMINISTRATIVE PERSONNEL REQUIREMENTS FOR AN AV PROGRAM, BUDGETING FOR AV INSTRUCTION, PROPER UTILIZATION OF AV MATERIALS, SELECTION OF AV EQUIPMENT AND INSTRUCTIONAL MA-

TERIALS, INSTRUCTIONAL MATERIALS CENTERS, AND EVALUATION OF AUDIOVISUAL SERVICES. AN ANNOTATED BIBLIOGRAPHY OF OVER 60 REFERENCES IS INCLUDED. (MS)

**ED 016 412** **EM 006 105**
*FALL, CHARLES R.*
**INDIVIDUALIZING UNIVERSITY INSTRUCTION, EXPLORING COMPUTER POTENTIAL TO AID COLLEGE TEACHERS BY DIRECTING THE LEARNING PROCESS. INTER-UNIVERSITY PROJECT ONE, PUBLICATIONS SERIES.**
STATE UNIV. OF N.Y., BUFFALO, COLL. AT BUFFALO
**EDRS PRICE MF-$0.25 HC-$1.08 25P.**
DESCRIPTORS *COLLEGE TEACHERS, *COMPUTER ASSISTED INSTRUCTION, *COMPUTER ORIENTED PROGRAMS, *INDIVIDUAL INSTRUCTION, *RESOURCE UNITS, COLLEGE STUDENTS, DECISION MAKING, EFFECTIVE TEACHING, LEARNING PROCESSES, STUDY GUIDES,
THIS DOCUMENT CONCLUDES THAT INSTRUCTION BY COMPUTER-BASED RESOURCE UNITS CAN FACILITATE LEARNING AND PROVIDE THE INSTRUCTOR WITH VALUABLE ASSISTANCE. BY PREPLANNING THE TEACHING-LEARNING SITUATION, RESOURCE UNITS CAN FREE THE INSTRUCTOR FOR DECISION-MAKING TASKS. RESOURCE UNITS CAN ALSO PROVIDE APPROPRIATE LEARNING GOALS AND STUDY GUIDES TO EACH STUDENT. SINGLE COPIES OF THIS DOCUMENT ARE AVAILABLE FROM THE STATE UNIVERSITY OF NEW YORK AT BUFFALO, SCHOOL OF EDUCATION, 220A FOSTER HALL, 3435 MAIN STREET, BUFFALO, NEW YORK 14214. (MS)

**ED 016 413** **EM 006 106**
**ETV GUIDELINES SERIES.**
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *EQUIPMENT UTILIZATION, *VIDEO TAPE RECORDINGS, TELEVISION LIGHTS,
SEVEN ARTICLES DEAL WITH VARIOUS ASPECTS OF EDUCATIONAL TV, INCLUDING VIDEO RECORDERS, TV MONITORS, CLOSED CIRCUIT TV CAMERAS, LENSES, AND DISTRIBUTION SYSTEMS. SINGLE COPIES OF THIS DOCUMENT ARE AVAILABLE FREE FROM SCHOOL PROGRESS, 481 UNIVERSITY AVE., TORONTO 2, ONTARIO, CANADA. (MS)

**ED 016 414** **EM 006 118**
*HICKEY, ALBERT E. NEWTON, JOHN M.*
**COMPUTER-ASSISTED INSTRUCTION, A SURVEY OF THE LITERATURE. SECOND EDITION.**
ENTELEK INC., NEWBURYPORT, MASS.
REPORT NUMBER PROJ-NR-154-254
REPORT NUMBER AD-649-335
PUB DATE JAN 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *COMPUTERS, *PROGRAMED INSTRUCTION, BIBLIOGRAPHIES LITERATURE REVIEWS, EDUCATION, INFORMATION RETRIEVAL, LANGUAGE, LEARNING, LIBRARIES, SYSTEMS DEVELOPMENT, TIME SHARING, TRAINING TECHNIQUES,
THIS IS A SELECTIVE REVIEW OF 242 DOCUMENTS RELATED TO COMPUTER-ASSISTED INSTRUCTION (CAI). PRINCIPAL HEADINGS ARE--CAI REVIEWS AND BIBLIOGRAPHIES, APPLICATIONS OF CAI, MAJOR CAI CENTERS, CAI SYSTEMS STUDIES,. CAI LANGUAGES, INSTRUCTIONAL THEORY AND PROGRAM PREPARATION AND EVALUATION. AN APPENDIX LISTS 140 CAI PROGRAMS. THE REVIEW WILL BE UPDATED SEMIANNUALLY. DOCUMENT AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-649 335, IN MICROFICHE ($0.65) OR HARDCOVER ($3.00). (MS)

**ED 016 415** **EM 006 232**
*WALTHER, R.E. CROWDER, N.*
**A GUIDE TO PREPARING INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIAL.**
AEROSPACE MEDICAL RESEARCH LABS.
REPORT NUMBER AMRL-TR-65-43
UNITED STATES INDUSTRIES INC., NEW YORK, N.Y.
REPORT NUMBER AD-617-740
PUB DATE APR 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GUIDES, *PROGRAM DESIGN, *PROGRAMED INSTRUCTION, *TRAINING TECHNIQUES, COSTS, LEARNING, PROGRAMED TEXTS, PROGRAMERS, TEACHING MACHINES, TESTS, TUTORFILM,
TO AID THOSE RESPONSIBLE FOR THE PREPARATION OF INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIALS, THE PROCEDURES AND TECHNIQUES DEVELOPED BY THE EDUCATIONAL SCIENCE DIVISION OF U.S. INDUSTRIES, INC., HAVE HERE BEEN ORGANIZED INTO A PRACTICAL WORKING GUIDE. THE ORGANIZATION OF THIS REPORT CLOSELY FOLLOWS THE SEQUENCE OF STEPS REQUIRED TO PRODUCE AN EFFECTIVE INTRINSIC PROGRAM. ALTHOUGH OTHER SYSTEMS OF PROGRAMING ARE IDENTIFIED, THIS GUIDE IS SPECIFICALLY INTENDED FOR USE IN THE PREPARATION OF INTRINSIC PROGRAMS IN EITHER BOOK OR TUTORFILM FORMAT. DOCUMENT AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-617 740 IN MICROFICHE ($0.75) OR HARDCOVER ($4.00). (MS)

**ED 016 416** **EM 006 233**
*MARTORANA, S.V.*
**THE AIR FORCE-OAR CONTRIBUTION TO PROGRAMED INSTRUCTION.**
OFFICE OF AEROSPACE RESEARCH (AIR FORCE), WASH.D.C
REPORT NUMBER OAR-64-10
REPORT NUMBER MONGR-1-AUG-64
REPORT NUMBER AD-607-073
PUB DATE AUG 64
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *EDUCATIONAL RESEARCH, *MILITARY PERSONNEL, *MILITARY TRAINING, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, SCIENCES, TRAINING TECHNIQUES,
THE PAPER DESCRIBES THE RESULTS OF A BRIEF EXAMINATION OF DOCUMENTS AND REPORTS RELATED TO AIR FORCE ACTIVITIES IN PROGRAMED INSTRUCTION AND THE INFLUENCE THIS NEW EDUCATIONAL METHOD IS HAVING ON INSTRUCTIONAL AND TRAINING PROGRAMS, BOTH IN MILITARY AND CIVILIAN FIELDS. THE DOCUMENTS ON WHICH IT DRAWS ARE THOSE AVAILABLE IN THE FILES OF THE DIVISION OF LIFE SCIENCES AND MATHEMATICAL SCIENCES, DCS PLANS AND PROGRAMS, HQ OFFICE OF AEROSPACE RESEARCH (OAR), AND IN THE DIRECTORATE OF LIFE SCIENCES, AIR FORCE OFFICE OF SCIENTIFIC RESEARCH, OAR. THE PURPOSE OF THIS INQUIRY WAS TO IDENTIFY THE WAYS THAT AIR FORCE INTEREST IN AND SUPPORT OF RESEARCH IN THE FIELD OF PROGRAMED INSTRUCTION ASSISTED SIGNIFICANTLY IN ADVANCING KNOWLEDGE IN THE FIELD AND IN USING THIS KNOWLEDGE. AN ADDITIONAL PURPOSE WAS TO IDENTIFY THE WAY THAT ADVANCING KNOWLEDGE IN THIS FIELD IS CHANGING THE METHODOLOGY AND TECHNIQUES OF EDUCATION AND TRAINING GENERALLY. DOCUMENT AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-607 073 IN MICROFICE ($0.50) OR HARDCOVER ($1.00). (MS)

**ED 016 417** **EM 006 234**
*ENGEL, GERALD L.*
**COMPUTER ASSISTED INSTRUCTION, A SELECTED BIBLIOGRAPHY AND KWIC INDEX.**
NAVAL WEAPONS LAB., DAHLGREN, VA.
REPORT NUMBER NWL-TM-K-3-67
REPORT NUMBER AD-645-654
PUB DATE JAN 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *BIBLIOGRAPHIES, *COMPUTERS, *PROGRAMED INSTRUCTION, COMPUTER ASSISTED INSTRUCTION, EDUCATION, INDEXES (LOCATERS), KWIC INDEX, LEARNING, TEACHING MACHINES,
THIS TECHNICAL MEMORANDUM SUPERSEDES TECHNICAL MEMORANDUM NO. K-49/66 (AD-638 892). THIS TECHNICAL MEMORANDUM ALSO PROVIDES AN ANNOTATED BIBLIOGRAPHY, REFERENCED BY A KEY WORD IN CONTEXT (KWIC) INDEX TO SELECTED ARTICLES ON COMPUTER ASSISTED INSTRUCTION (CAI). DOCUMENT AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-645 654 IN MICROFICHE ($0.65) OR HARDCOVER ($3.00). (MS)

**ED 016 418** **EM 006 235**
*MORRILL, CHARLES S. AND OTHERS*
**PROGRAMMED INSTRUCTION--A SELECTED BIBLIOGRAPHY.**
MITRE CORP., BEDFORD, MASS.
REPORT NUMBER EDS-TDR-62-225
REPORT NUMBER AD-289-817
PUB DATE JUN 62
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *BIBLIOGRAPHIES, *COMPUTER ASSISTED INSTRUCTION, *LEARNING, *PROGRAMED INSTRUCTION, *TEACHING MACHINES,
THIS BIBLIOGRAPHY IS INTENDED TO PROVIDE THE READER WITH AN EXTENSIVE LIST OF PUBLICATIONS CONCERNED WITH PROGRAMED INSTRUCTION. PROGRAMS FOR INSTRUCTION ARE NOT LISTED HERE. THIS DOCUMENT IS AVAILABLE FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION AS AD-289 817 IN MICROFICHE ($0.65) OR HARDCOVER ($3.00). (MS)

**ED 016 419** **FL 000 101**
**LA CRISE DE L'ENSEIGNEMENT DU FRANCAIS DANS NOS ECOLES PAROISSIALES, ACTES DU CONGRES DES FRANCO-AMERICAINS (VIIIE, MANCHESTER, N.H., OCT. 15-17, 1965). (CRISIS IN THE TEACHING OF FRENCH IN PAROCHIAL SCHOOLS, TRANSACTIONS OF THE CONGRESS OF FRANCO-AMERICANS (8TH).**
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$2.36 57P.**
DESCRIPTORS *CATHOLIC EDUCATORS, *FRENCH, *LANGUAGE INSTRUCTION, *PAROCHIAL SCHOOLS, *SECOND LANGUAGE LEARNING, AUDIOLINGUAL METHODS, BILINGUALISM, CURRICULUM EVALUATION, CURRICULUM PROBLEMS,

FAMILY BACKGROUND, NEW ENGLAND, PUBLIC RELATIONS, TEACHER EDUCATION, TEACHING TECHNIQUES, TEXTBOOKS,

THE CONGRESS CONSIDERED THE PROBLEM OF FRENCH INSTRUCTION IN NEW ENGLAND CATHOLIC PAROCHIAL SCHOOLS. INCLUDED IN THESE PROCEEDINGS ARE THE TEXTS OF THE SPEECHES AND THE QUESTIONNAIRE SOLICITING REACTIONS TO A SPEECH OUTLINING DESIRABLE CHANGES IN FRENCH INSTRUCTION. AMONG THE PROPOSALS WAS THAT FRENCH BE ABANDONED AS THE LANGUAGE OF GENERAL INSTRUCTION AND THAT ENGLISH BE USED. IT WAS POINTED OUT THAT FRENCH IS NO LONGER GENERALLY SPOKEN IN THE HOMES OF THESE PARTICULAR STUDENTS. IT WAS PROPOSED, TOO, THAT IN LANGUAGE CLASSES CANADIAN FRENCH SHOULD BE REPLACED BY STANDARD INTERNATIONAL FRENCH. THE USE OF OUTDATED TEXTBOOKS WAS DEPLORED, AND TEACHER RE-EDUCATION IN AUDIOLINGUAL TECHNIQUES WAS RECOMMENDED. CONTINUITY OF STUDY THROUGHOUT THE SCHOOL YEARS WAS URGED IN ORDER TO ENCOURAGE BILINGUALISM. FINALLY, PUBLIC RELATIONS PROCEDURES WERE PROPOSED TO INCREASE THE INFLUENCE OF FRENCH ON THE FRANCO-AMERICAN CHILD IN HIS DAILY LIFE. THE RESOLUTIONS OF THE CONGRESS ARE FOLLOWED BY A DISCUSSION OF THE EDUCATIONAL TRIAD OF CHURCH, FAMILY, AND STATE. (AF)

**ED 016 420** **FL 000 526**
*MICHEL, JOSEPH*
**FOREIGN LANGUAGE TEACHING, AN ANTHOLOGY.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ANTHOLOGIES, *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *LEARNING THEORIES, *SECOND LANGUAGE LEARNING, APPLIED LINGUISTICS, ARTICULATION (PROGRAM), BILINGUALISM, CROSS CULTURAL TRAINING, CULTURAL CONTEXT, EDUCATIONAL OBJECTIVES, FLES, LANGUAGE, LANGUAGE ENRICHMENT, LANGUAGE LABORATORIES, LANGUAGE PROGRAMS, LANGUAGE ROLE, MODERN LANGUAGE ASSOCIATION, NORTHEAST CONFERENCE, PROGRAM PLANNING, PSYCHOLINGUISTICS, SECONDARY SCHOOL TEACHERS, TEACHER QUALIFICATIONS,

THIS ANTHOLOGY WAS DEVELOPED IN AN ATTEMPT TO PUT MUCH OF THE CURRENT THINKING IN FOREIGN LANGUAGE TEACHING THAT IS PUBLISHED IN DIVERSE PERIODICALS AND JOURNALS, AND HENCE OF DIFFICULT ACCESS, INTO THE HANDS OF STUDENTS TRAINING TO BE LANGUAGE TEACHERS. IT IS INTENDED AS A SUPPLEMENT, NOT AS A TEXT. SINCE THE VOLUME DOES NOT SUBSCRIBE TO ANY GIVEN POINT OF VIEW, IT IS DESIGNED TO STIMULATE THE STUDENT TO DO HIS OWN THINKING, EVALUATING, AND SYNTHESIZING ABOUT PROCEDURES TO BE USED IN A CONCRETE TEACHING SITUATION. PART ONE CONTAINS ESSAYS BY LANGER, KINNEAVY, PARKER, JOHNSTON, HILL, NOSTRAND, PENFIELD, PEAL, AND LAMBERT ON SOME THEORETICAL ASPECTS OF LANGUAGE. PART TWO INCLUDES STATEMENTS PREPARED BY ANDERSSON, THE STEERING COMMITTEE OF THE FOREIGN LANGUAGE PROGRAM OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA (MLA), AND BOLINGER ON THE FOREIGN LANGUAGE TEACHER. PART THREE IS COMPRISED OF (1) STATEMENTS PREPARED BY THE NORTHEAST CONFERENCE, THE MLA FOREIGN LANGUAGE PROGRAM, AND THE MLA CONFERENCE ON THE APPLICATION OF LINGUISTICS TO LANGUAGE LEARNING, AND (2) ARTICLES BY WALSH, STARK, THOMPSON, AND HUTCHINSON ON PRACTICAL ASPECTS OF LANGUAGE TEACHING. INCLUDED ALSO IS A GENERAL BIBLIOGRAPHY. THIS DOCUMENT IS AVAILABLE FOR $6.50 FROM THE MACMILLAN COMPANY, 866 THIRD AVENUE, NEW YORK CITY, N.Y. (AB)

**ED 016 421** **FL 000 560**
*PROBYN, H.E.*
**THE ROLE OF THE MONITOR IN THE LANGUAGE LABORATORY.**
AUDIO-VISUAL LANGUAGE ASSN., LONDON (ENGLAND)
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$0.36** 7P.
DESCRIPTORS *LANGUAGE LABORATORY EQUIPMENT, *LANGUAGE LABORATORY USE, *LANGUAGE TEACHERS, *STUDENT TEACHER RELATIONSHIP, *TEACHER ROLE, AUDIO ACTIVE LABORATORIES, LABORATORY TECHNIQUES, LISTENING, TEACHING METHODS,

THE COMPLEMENTARY FUNCTIONS OF TEACHER AND LANGUAGE LABORATORY ARE OUTLINED, AND THE TEACHER'S ROLE AS MONITOR (LISTENING IN ON STUDENTS' WORK) IS DEFINED. INTERFERING, SPOTCHECKING, AND HAPHAZARD MONITORING ARE CAUTIONED AGAINST. IDEAL LAB GROUP SIZE SHOULD BE BETWEEN SIX AND 10 STUDENTS, TO ENABLE THE TEACHER TO KNOW DURING THE SESSION HOW HIS STUDENTS ARE PROGRESSING. THE IDEAL CONSOLE FOR EFFECTIVE AND PLANNED MONITORING SHOULD INCLUDE THREE PILOT LIGHTS AND A COUNTER FOR EACH BOOTH, AND PILOTS SHOULD CORRESPOND WITH "RECORD," "PLAY," AND "REWIND" POSITIONS. A COUNTING DEVICE WOULD SHOW WHAT POINT THE STUDENT HAD REACHED IN HIS WORK, THUS PROVIDING VISUAL AS WELL AS AUDIAL MONITORING. FINALLY, STUDENT AND TEACHER SHOULD BE IN VISUAL CONTACT IN THE LABORATORY. THIS ARTICLE APPEARED IN THE "AUDIO-VISUAL LANGUAGE JOURNAL," VOLUME 3, NUMBER 3, SPRING 1966, PAGES 137-141. (AF)

**ED 016 422** **FL 000 567**
*GARIBALDI, VIRGINIA STRASHEIM, LORRAINE A.*
**VISUAL AIDS HANDBOOK FOR FOREIGN LANGUAGE TEACHERS.**
INDIANA UNIV., BLOOMINGTON, IND. LANGUAGE PROGRAM
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.36** 32P.
DESCRIPTORS *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *MANUALS, *MODERN LANGUAGES, *PICTORIAL STIMULI, BIBLIOGRAPHIES, CATALOGS, CHARTS, CROSS CULTURAL TRAINING, FILMS, ILLUSTRATIONS, INFORMATION CENTERS, PATTERN DRILLS (LANGUAGE), PROFESSIONAL JOURNALS, PUBLICATIONS, REALIA,

TEACHERS ARE SHOWN HOW TO CONSTRUCT AND USE THEIR OWN VISUAL AIDS FOR ILLUSTRATING USEFUL BUT DIFFICULT EXPRESSIONS COMMON TO ALL LANGUAGES. SUCH SPECIFIC AIDS AS PROPS, REALIA, FLASHCARDS, CHARTS, FLANNEL AND MAGNETIC BOARDS, POCKET CHARTS, PUPPETS, DRILL CUING DEVICES, AND CULTURALLY ORIENTED VISUAL AIDS ARE DESCRIBED. LISTS OF PROFESSIONAL JOURNALS, INFORMATION AGENCIES, CATALOGS OF SUPPLEMENTARY MATERIALS, FILMS, AND BOOK PUBLISHERS ARE PROVIDED. (AF)

**ED 016 423** **FL 000 578**
*GARTNER, JUDITH AND OTHERS*
**WHAT ABOUT FOREIGN LANGUAGES.**
MINNESOTA STATE DEPT. OF EDUCATION, ST.PAUL
**EDRS PRICE MF-$0.25 HC-$0.68** 15P.
DESCRIPTORS *CULTURAL AWARENESS, *SECOND LANGUAGE LEARNING, BIBLIOGRAPHIES, EMPLOYMENT OPPORTUNITIES,

THE IMPORTANCE OF LEARNING A FOREIGN LANGUAGE IS STRESSED IN A BRIEF BROCHURE DESIGNED FOR STUDENTS OF ALL LEVELS, PARENTS, TEACHERS, COUNSELORS, AND ADMINISTRATORS. INFORMATION IS GIVEN ON WHEN TO BEGIN A LANGUAGE, THE IMPORTANCE OF BEING ABLE TO SPEAK A LANGUAGE, USES FOR A FOREIGN LANGUAGE AT HOME, LANGUAGE JOB OPPORTUNITIES, AND LANGUAGE LEARNING AND THE NATIONAL INTEREST. A BIBLIOGRAPHY SUGGESTS SOURCES FOR FURTHER INFORMATION. (AF)

**ED 016 424** **FL 000 581**
*LEVENSON, STANLEY KENDRICK, WILLIAM*
**READINGS IN FOREIGN LANGUAGES FOR THE ELEMENTARY SCHOOL.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *FLES, *FLES PROGRAMS, *LANGUAGE INSTRUCTION, *PROGRAM EVALUATION, *PROGRAM IMPROVEMENT, ARTICULATION (PROGRAM), AUDIOLINGUAL METHODS, ELEMENTARY SCHOOLS, FLES MATERIALS, FLES OBJECTIVES, FLES TEACHERS, INSTRUCTIONAL MATERIALS, LANGUAGE SKILLS, LINGUISTICS, PATTERN DRILLS (LANGUAGE), PROGRAM ADMINISTRATION, PROGRAM CONTENT, SECOND LANGUAGE LEARNING, TEACHING METHODS, TESTING,

THE SELECTIONS IN THIS VOLUME DESIGNED FOR TEACHERS, STUDENT TEACHERS, ADMINISTRATORS, CONSULTANTS, AND OTHERS NOT ONLY PROVIDES A COMPREHENSIVE OVERVIEW OF FOREIGN LANGUAGE PROGRAMS IN GRADES KINDERGARTEN THROUGH EIGHT, BUT ALSO EXAMINES IN DETAIL ALMOST EVERY ASPECT OF FLES PROGRAMS. PART ONE OF THE VOLUME, "A PHILOSOPHICAL RATIONALE FOR FLES," INCLUDES SIX CHAPTERS CONTAINING 19 SEPARATE ARTICLES ON THE FLES MOVEMENT IN AMERICA, THE REASONS FOR AND RESEARCH ON TEACHING FLES, THE ADMINISTRATION OF FLES PROGRAMS, AND LEVELS OF LEARNING. PART TWO, "METHODS OF TEACHING FLES," WHICH INCLUDES EIGHT CHAPTERS CONTAINING 42 ARTICLES, (1) DISCUSSES THE AUDIOLINGUAL APPROACH TO TEACHING THE FOUR LANGUAGE SKILLS AND THE INFLUENCE OF LINGUISTICS, (2) PROVIDES DRILLS, STORIES, GAMES, AND SONGS IN GERMAN, FRENCH, AND SPANISH, (3) EXPLORES INSTRUCTIONAL AIDS AND TELEVISED INSTRUCTION, (4) DISCUSSES FOREIGN LANGUAGE ARTICULATION, EVALUATION, AND TESTING, AND (5) CONCLUDES WITH A CHAPTER ON CAREERS, INSTITUTES, AND THE IMPLICATIONS AND FUTURE OF FLES STUDY. AP-

PENDIXES INCLUDE (1) A LIST OF GERMAN, FRENCH, AND SPANISH NAMES, (2) SUGGESTED SCHEDULES AND TIME ALLOCATIONS FOR DIFFERENT LEVELS OF LEARNING AND FOR TEACHING THE SKILLS, (3) CRITERIA FOR EVALUATING INSTRUCTIONAL MATERIALS, (4) AN EXTENSIVE LIST OF MATERIALS, AND (5) PEN AND TAPE PALS. THIS BOOK IS AVAILABLE FOR $7.50 FROM BLAISDELL PUBLISHING COMPANY, 275 WYMAN STREET, WALTHAM, MASSACHUSETTS 01254. (AS)

**ED 016 425** **FL 000 593**
*NOSTRAND, HOWARD LEE*
**FOREIGN-LANGUAGE TEACHING TODAY IN THE UNITED STATES.**
PUB DATE 1 AUG 67
**EDRS PRICE MF-$0.25 HC-$0.60 13P.**

DESCRIPTORS *CROSS CULTURAL TRAINING, *EDUCATIONAL INNOVATION, *EDUCATIONAL PROBLEMS, *LANGUAGE RESEARCH, *SECOND LANGUAGE LEARNING, ARTICULATION (PROGRAM), AUDIOLINGUAL METHODS, BILINGUALISM, CULTURAL CONTEXT, ERIC, INTEGRATED CURRICULUM, LANGUAGE AIDS, LANGUAGE PROGRAMS, LINGUISTICS, MODERN LANGUAGE ASSOCIATION, NATIONAL COMPETENCY TESTS,

THERE ARE SEVERAL NOTEWORTHY DEVELOPMENTS AND SOME UNSOLVED PROBLEMS IN FOREIGN- AND SECOND-LANGUAGE LEARNING. INTENSIFIED INTEREST IN INCREASING NUMBERS OF SPANISH-SPEAKING INHABITANTS IN THE AMERICAN SOUTHWEST IS THE MOST VISIBLE DEVELOPMENT IN THE AREA OF SECOND-LANGUAGE LEARNING. IN FOREIGN-LANGUAGE LEARNING, WHERE THE EMPHASIS IS ON CROSS-CULTURAL COMMUNICATION, THE AUDIO-LINGUAL APPROACH IS NOW RECOMMENDED BY NEARLY ALL LEADERS IN THE TEACHING PROFESSION. SOME OF THE NEW DEVELOPMENTS IN LINGUISTICS--TRANSFORMATIONAL GRAMMAR AND FEATURE AND ASPECT ANALYSIS--ARE STILL TOO THEORETICAL TO AFFECT THE TEACHING OF GRAMMAR, BUT MANY OTHER NEW AUDIO-LINGUAL AIDS ARE ALREADY IN USE. NEW LANGUAGES ARE BEING TAUGHT IN THE UNIVERSITIES AND SECONDARY SCHOOLS, STUDY SEQUENCES HAVE BEEN LENGTHENED, AND CURRICULAR COORDINATION IS HELPING TO PROMOTE CULTURAL UNDERSTANDING. THE MODERN LANGUAGE ASSOCIATION, AND OTHER GROUPS, ARE DEFINING NEW STANDARDS OF COMPETENCE FOR TEACHERS AND STUDENTS. RESEARCH IS GOING ON IN SUCH RELATED FIELDS AS THE PHYSIOLOGY, PSYCHOLOGY, AND SOCIOLOGY OF LANGUAGE LEARNING, LINGUISTICS, AND THE SOCIOCULTURAL CONTEXT OF LANGUAGES. THIS PAPER WAS DELIVERED AT THE EDUCATIONAL WRITERS' SEMINAR, WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION, VANCOUVER, BRITISH COLUMBIA, AUGUST 1, 1967. (AF)

**ED 016 426** **48** **FL 000 608**
*CLARK, JOHN L.D.*
**EMPIRICAL STUDIES RELATED TO THE TEACHING OF FRENCH PRONUNCIATION TO AMERICAN STUDENTS.**
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER BR-5-1093
PUB DATE 67
CONTRACT OEC-6-14-027
**EDRS PRICE MF-$1.00 HC-$10.56 262P.**

DESCRIPTORS *AUDITORY DISCRIMINATION, *CONTRASTIVE LINGUISTICS, *ENGLISH, *FRENCH, *PRONUNCIATION INSTRUCTION, APPLIED LINGUISTICS, CONSONANTS, DISTINCTIVE FEATURES, EXPERIMENTS, LANGUAGE RESEARCH, LINGUISTIC PATTERNS, PHONEMICS, PHONETICS, PHONOLOGY, PRONUNCIATION, TEACHING METHODS, VOWELS,

THIS REPORT DESCRIBES IN DETAIL FIVE RELATED EXPERIMENTS THAT WERE CONDUCTED IN AREAS PERTAINING TO THE TEACHING OF FRENCH PRONUNCIATION TO NATIVE SPEAKERS OF AMERICAN ENGLISH. THE FIRST TWO EXPERIMENTS SOUGHT TO DETERMINE THE RELATIVE ACCEPTABILITY OF 38 ENGLISH PHONEMES TO NATIVE FRENCH LISTENERS AT EACH OF TWO ACCEPTABILITY LEVELS--PHONEMIC AND PHONETIC. THE THIRD EXPERIMENT ATTEMPTED TO MEASURE THE EXTENT TO WHICH THE PHONETICALLY ACCURATE PRONUNCIATION OF EACH OF 34 FRENCH PHONEMES COULD BE ACQUIRED BY THE AMERICAN STUDENT THROUGH THE SIMPLE REPETITIVE IMITATION OF MODEL SOUNDS. PRELIMINARY SOUND DISCRIMINATION TRAINING OR PRONUNCIATION COACHING WAS DELIBERATELY AVOIDED IN FAVOR OF A SIMPLIFIED BASELINE PROCEDURE OF UNAIDED "SELF-SHAPING." THE FOURTH AND FIFTH EXPERIMENTS COMPARED THE SOUND JUDGING ACCURACY OF INDIGENOUS NATIVE SPEAKERS OF FRENCH TO THAT OF NATIVE FRENCH SPEAKERS FAMILIAR WITH ENGLISH AND TO AMERICAN TEACHERS OF FRENCH WHO HAD LEARNED FRENCH AS A SECOND LANGUAGE. THE RESULTS SUGGESTED THAT INDIVIDUAL DIFFERENCES IN SOUND DISCRIMINATION ABILITY ARE THE MAJOR DETERMINANT IN ACCURATE JUDGING. INCLUDED ARE TABLES, A BIBLIOGRAPHY, AND 13 APPENDIXES OF SOUND LISTS, JUDGING INSTRUCTIONS, AND QUESTIONNAIRES FOR THE FIVE EXPERIMENTS. (AUTHOR/AB)

**ED 016 427** **FL 000 614**
*EDDY, FREDERICK D.*
**WHAT IS GOOD ABOUT THE TEACHING AND LEARNING OF MODERN FOREIGN LANGUAGES.**
PUB DATE OCT 64
**EDRS PRICE MF-$0.25 HC-$0.16 2P.**

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *SECOND LANGUAGE LEARNING, ELECTRONIC CLASSROOMS, LANGUAGE LABORATORIES, TEACHING METHODS, TECHNOLOGICAL ADVANCEMENT,

THE TEACHING OF MODERN FOREIGN LANGUAGES (FRENCH, GERMAN, ITALIAN, RUSSIAN, SPANISH, AND ENGLISH AS A FOREIGN LANGUAGE) IN THE AMERICAN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS HAS BEEN REVOLUTIONIZED SINCE WORLD WAR II, WITH THE DEMAND FOR NEAR-NATIVE CONTROL OF A SECOND LANGUAGE FOR COMMUNICATION. THE PUBLIC FELT THAT THIS NEED MUST BE MET, ALONG WITH MORE TRADITIONAL LITERARY OBJECTIVES, AND WAS WILLING TO PAY FOR IT. RECENT TECHNICAL BREAKTHROUGHS HAVE MADE LANGUAGE LEARNING AND TEACHING MORE SCIENTIFIC. BECAUSE OF MEDICAL AND PSYCHOLOGICAL RESEARCH, PRACTICE AND ANALOGY HAVE BEEN FOUND TO BE JUST AS NECESSARY IN SECOND LANGUAGE LEARNING AS IN THE LEARNING OF A NATIVE TONGUE. DESCRIPTIVE LINGUISTICS HAS CLARIFIED WHAT A LANGUAGE IS, AND HOW IT CAN BE ANALYZED, PRESENTED, AND DRILLED. ELECTRONICS AND RECORDINGS AID THE CLASSROOM AND THE LANGUAGE LABORATORY. ALL OF THESE ADVANCEMENTS HAVE RESULTED NOT ONLY IN BETTER-TRAINED AND MORE PROFESSIONAL TEACHERS BUT ALSO IN MORE EFFECTIVE LANGUAGE PROGRAMS ON ALL LEVELS. THIS ARTICLE IS A REPRINT FROM "A TEACHERS COLLEGE JOURNAL," OCTOBER 1964. (AF)

**ED 016 428** **48** **FL 000 625**
*MORTON, F. RAND MUELLER, THEODORE H.*
**AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 3-4.**
AKRON UNIV., OHIO
PUB DATE 65
CONTRACT OEC-5-14-007
**EDRS PRICE MF-$2.50 HC-$25.28 630P.**

DESCRIPTORS *AUDIOLINGUAL METHODS, *AUTOINSTRUCTIONAL PROGRAMS, *COLLEGE LANGUAGE PROGRAMS, *FRENCH, *PROGRAMED TEXTS, AKRON, AURAL STIMULI, BASIC VOCABULARY, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGE LABORATORIES, LANGUAGE PATTERNS, LANGUAGE SKILLS, NDEA, OHIO, PATTERN DRILLS (LANGUAGE), PROGRAMED INSTRUCTION, PRONUNCIATION INSTRUCTION, SECOND LANGUAGE LEARNING, SYNTAX, TAPE RECORDINGS, TITLE 6,

CONTAINED IN THIS VOLUME ARE THE REVISED TEXTS FOR PARTS THREE AND FOUR OF AN ESSENTIALLY AUTOINSTRUCTIONAL PROGRAMING PROJECT ORIGINALLY ENTITLED "SPOKEN FRENCH." REVISIONS WERE MADE TO REMEDY SOME OF THE INSTRUCTIONAL WEAKNESSES DETECTED IN USING THE ORIGINAL RECORDED MATERIALS EXPERIMENTALLY AND TO EXTEND THE AUDIOLINGUAL OBJECTIVES OF THE ORIGINAL PROGRAMING TO INCLUDE LIMITED READING AND WRITING CONTROL. THE THIRD PART NOW INCLUDES FRAMES FOR APPROXIMATELY 500 RECORDINGS (FOR 27 HOURS) DESIGNED TO TEACH THE BASIC STRUCTURES NEEDED TO SPEAK AND UNDERSTAND INFORMAL LANGUAGE. EACH STRUCTURE, INTRODUCED FIRST IN ORAL AND THEN IN WRITTEN FORM, IS CONTRASTED WITH RELEVANT ENGLISH STRUCTURES TO CLARIFY STRUCTURAL CONFLICTS. IN ADDITION TO SUPPLEMENTARY EXERCISES FEATURING ENGLISH STIMULI REQUIRING FRENCH RESPONSES, THIS SECTION CONTAINS 30 BRIEF DIALOGS DESIGNED TO LEAD THE STUDENT FROM STRICTLY CONTROLLED RESPONSE TO LIMITED FREE CONVERSATION, EXPAND VOCABULARY, AND REFLECT SOME FRENCH CULTURAL PATTERNS. THE FOURTH PART CONSISTS OF 22 CONVERSATIONS FOR IMPROVING READING COMPREHENSION AND EXPANDING VOCABULARY. TO ACHIEVE THESE DUAL PURPOSES, IT IS DIVIDED INTO THREE SECTIONS CONTAINING APPROPRIATE MATERIALS CONCERNING A GIVEN CONVERSATION. THE ENGLISH VERSION, VOCABULARY EXPANSION EXERCISES, AND THE TRANSCRIPTION OF THE CONVERSATION AND TAPED QUESTIONS COMPRISE THESE SECTIONS. (FOR PARTS ONE AND TWO SEE ED 003 905). (AB)

**ED 016 429** **56** **FL 000 658**
*BURROUGHS, ELAINE L.*
**EXPERIMENTS WITH THE APPLICATIONS OF THE AUDIO-VISUAL AND AUTOMATIC DEVICES TO THE TEACHING OF FRENCH. FINAL REPORT.**

HOLLINS COLL., VA.
PUB DATE 28 JUN 61
GRANT OEG-7-44-106
EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *COURSE DESCRIPTIONS, *FRENCH, *PHONETICS, *PROGRAMED INSTRUCTION, NDEA, PROGRAMED TEXTS, SECOND LANGUAGE LEARNING, TAPE RECORDINGS, TITLE 7,

THE DEVELOPMENT OF A PROGRAMED FRENCH PHONETICS COURSE FOR SECOND YEAR STUDENTS IS DESCRIBED BRIEFLY. THE COURSE EMPHASIZES ACTIVE STUDENT PARTICIPATION, IMMEDIATE REINFORCEMENT, AND PROGRESSIVE FRAMES, AND CONSISTS OF A PRINTED TEXTBOOK AND A TAPE. THE STUDENT CHECKS HIS ORAL RESPONSES WITH THE TAPE, AND HIS WRITTEN RESPONSES WITH THE PROGRAMED TEXT. THE COURSE HAS BEEN USED SUCCESSFULLY AS AN ACCOMPANIMENT TO A FIRST COURSE AND AS A REVIEW OF SOUNDS FOR STUDENTS WITH ONE OR TWO YEARS OF FRENCH. IT IS ALSO SUGGESTED FOR USE AN AN INDEPENDENT FIRST COURSE IN FRENCH PHONETICS FOR MAJORS, OR TO TRAIN FLES TEACHERS. (AF)

**ED 016 430** 48 **FL 000 660**
*FELDMAN, DAVID M.*
ELABORATION AND EXPERIMENTAL EVALUATION OF PROCEDURES AND SPECIALIZED MATERIALS FOR IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES. FINAL REPORT ON "MODERN TEACHING OF SPANISH".
COLORADO UNIV., BOULDER, EXTENSION DIVISION
PUB DATE 30 JUN 63
CONTRACT OEC-2-14-035
EDRS PRICE MF-$0.50 HC-$2.40 58P.

DESCRIPTORS *APPLIED LINGUISTICS, *INSERVICE PROGRAMS, *PROGRAM DESCRIPTIONS, *SECONDARY SCHOOL TEACHERS, *SPANISH, ACHIEVEMENT TESTS, AUDIOLINGUAL METHODS, BOULDER, COLORADO, DISCUSSION GROUPS, GROUP DISCUSSION, INSTRUCTIONAL MATERIALS, LANGUAGE TEACHERS, PILOT PROJECTS, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, STUDY GUIDES, TEACHING METHODS, UNIVERSITY OF COLORADO,

A FINAL REPORT IS PRESENTED HERE ON A PILOT PROJECT THAT WAS CONDUCTED DURING THE 1962-63 ACADEMIC YEAR AT THE UNIVERSITY OF COLORADO IN WHICH SECONDARY SCHOOL SPANISH TEACHERS WERE GIVEN AN IN-SERVICE COURSE IN APPLIED LINGUISTICS. A HISTORY OF THE EXPERIMENT IS OUTLINED AND FOLLOWED IN PART II BY AN EVALUATION OF THE POSITIVE AND NEGATIVE FACTORS OF SUCH NECESSARY CONSIDERATIONS FOR THE PROJECT AS LOCATION FOR THE EXPERIMENT, GROUP PARTICIPATION, MATERIALS, DISCUSSION METHODS, TESTING, BUDGET, AND PERSONNEL. PART III OF THE REPORT SETS FORTH SOME BASIC RECOMMENDATIONS FOR ADMINISTERING FUTURE PROGRAMS WITH RESPECT TO FORMULATING GOALS AND PLANS PRIOR TO THE SESSION'S OPENING, SENDING THE STUDY GUIDE AND EXPLANATORY MATERIAL TO PARTICIPANTS IN ADVANCE, OFFERING A FULL-DAY ORIENTATION SESSION CONDUCTED AS AN OPEN FORUM, EMPHASIZING THE IMPORTANCE OF GROUP DISCUSSION AS AN EFFECTIVE LEARNING METHOD, ADMINISTERING ONLY APPLICABLE PARTS OF THE MLA PROFICIENCY TESTS, AND ENCOURAGING THE USE OF FILMS TO CLARIFY AND SUPPLEMENT THE STUDY MATERIAL. INCLUDED IN THE APPENDIXES ARE A SAMPLE OF A RECORDER'S NOTES FROM A SESSION, PROJECT PUBLICITY, AND PROFICIENCY TEST RESULTS. SEE FL 000 662 FOR THE STUDY GUIDE USED ON THE PROJECT. (SS)

**ED 016 431** 48 **FL 000 662**
*FELDMAN, DAVID M. SCHINDLER, BARBARA*
MODERN TEACHING OF SPANISH, FOLLOWED BY THE DISCUSSION OR CONFERENCE AS A LEARNING METHOD.
COLORADO UNIV., BOULDER, EXTENSION DIVISION
PUB DATE 15 OCT 62
EDRS PRICE MF-$1.00 HC-$8.92 221P.

DESCRIPTORS *APPLIED LINGUISTICS, *EXPERIMENTAL PROGRAMS, *INSERVICE TEACHER EDUCATION, *SECONDARY SCHOOL TEACHERS, *SPANISH, AUDIOLINGUAL METHODS, COURSE OBJECTIVES, DISCUSSION GROUPS, GROUP DISCUSSION, GROUP DYNAMICS, LANGUAGE INSTRUCTION, PATTERN DRILLS (LANGUAGE), PROGRAM GUIDES, PRONUNCIATION INSTRUCTION, REFERENCE MATERIALS, SEQUENTIAL PROGRAMS, SKILL DEVELOPMENT, STUDY GUIDES, TEACHING METHODS,

THE PILOT PROJECT AT THE UNIVERSITY OF COLORADO DESCRIBED HERE WAS DESIGNED TO OFFER GROUPS OF SECONDARY SCHOOL TEACHERS AN OPPORTUNITY TO BECOME BETTER ACQUAINTED WITH THE APPLICATION OF NEWER METHODOLOGY AND LINGUISTIC SCIENCE TO TEACHING MODERN FOREIGN LANGUAGES. THE PROJECT WAS CONDUCTED DURING THE 1962-63 ACADEMIC YEAR, WITH THE FIRST AND LAST DAYS OF THE 17 SESSIONS DEVOTED RESPECTIVELY TO ORIENTATION AND FINAL TESTING. THE INTERIM MEETINGS COVERED 12 ASSIGNMENTS FROM A STUDY GUIDE DEVELOPED SPECIFICALLY FOR THIS IN-SERVICE COURSE, COVERING SUCH TOPICS AS APPLIED LINGUISTICS, PRONUNCIATION, SYNTACTIC DRILLS, LANGUAGE LABORATORY USE, READING, WRITING, VOCABULARY, AND TESTING. ALSO INCLUDED ARE LISTS OF TEXTBOOKS TO BE STUDIED COLLATERALLY, REFERENCE MATERIALS, STATEMENTS OF THE COURSE OBJECTIVES, AND COMMENTS AND DISCUSSION QUESTIONS FOR EACH ASSIGNMENT. THE MATERIAL WAS INTENDED TO BE TAUGHT THROUGH GROUP DISCUSSIONS, SO A 60-PAGE SECTION OF THE STUDY GUIDE IS DEVOTED TO THE PROBLEMS OF COMMUNICATION, TOOLS FOR EFFECTIVE DISCUSSION, GROUP DYNAMICS, STYLES OF LEADERSHIP, AND DISCUSSION TECHNIQUES. THE WORK BOOK TERMINATES WITH CHARTS ON POST-MEETING REACTIONS, TASK AND MAINTENANCE FUNCTIONAL BEHAVIOR, THE ROLE OF THE DISCUSSION LEADER, AND A SUGGESTED PLAN OF OPERATION FOR "THE MODERN TEACHING OF SPANISH." SEE FL 000 660 FOR A FINAL REPORT ON THE PILOT PROJECT. (SS)

**ED 016 432** **FL 000 673**
*JONES, GEORGE FENWICK, ED.*
FOREIGN LANGUAGE TEACHING--IDEALS AND PRACTICES. REPORTS OF THE WORKING COMMITTEES OF THE NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, 1964.
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE LANGUAGE PROGRAMS, *CONFERENCE REPORTS, *FLES PROGRAMS, *PROGRAM IMPROVEMENT, *SECONDARY SCHOOLS, ARTICULATION (PROGRAM), COURSE OBJECTIVES, FLES OBJECTIVES, INSTRUCTIONAL IMPROVEMENT, LANGUAGE PROGRAMS, LANGUAGE SKILLS, NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES, PROGRAM CONTENT, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION, PROGRAM PROPOSALS, RESEARCH COMMITTEES, SUPERVISORS,

THE REPORTS OF THE WORKING COMMITTEES OF THE 1964 NORTHEAST CONFERENCE ON THE TEACHING OF FOREIGN LANGUAGES RELATE TO THE PRACTICES INVOLVED IN IDEAL ELEMENTARY, SECONDARY, AND HIGHER EDUCATION LANGUAGE PROGRAMS. INCLUDED IN THE REPORT ON FLES PROGRAMS, DEVELOPED BY CONRAD J. SCHMITT AND HIS COMMITTEE, ARE DISCUSSIONS OF FLES MATERIALS AND METHODS, QUALIFIED TEACHERS, CONTINUING PROGRAM ARTICULATION, THE MAINTENANCE OF SEPARATE STUDY TRACKS FOR FLES STUDENTS IN SECONDARY SCHOOLS, FOREIGN LANGUAGE SUPERVISORS, AND COOPERATIVE AND INTERESTED SCHOOL ADMINISTRATION. MILTON R. HAHN'S GROUP RECOMMENDS THE CONTINUED DEVELOPMENT OF ALL FOUR LANGUAGE SKILLS, WITHOUT DISPROPORTIONATE EMPHASIS ON ANY ONE, IN A LONGER SEQUENCE OF STUDY AT THE SECONDARY SCHOOL LEVEL. ALSO DISCUSSED IS THE POSSIBILITY NOT ONLY OF GREATLY IMPROVING INTERPERSONAL COMMUNICATION AND INTERCULTURAL PERFORMANCE WITH SUCH AN IDEAL PROGRAM, BUT ALSO OF EFFECTIVELY FURNISHING THE PREREQUISITES FOR THE ACHIEVEMENT OF HUMANISTIC AIMS. BASED ON A SEVERE INDICTMENT OF PRESENT UNDERGRADUATE PROGRAMS, THE REPORT OF THE THIRD COMMITTEE, HEADED BY ROGER L. HADLICH, RECOMMENDS (1) THE CLEAR DISTINCTION BETWEEN "SKILL" AND "CONTENT" COURSES, (2) AN INTENSIVE PROGRAM FOR STUDENTS BEGINNING A LANGUAGE IN COLLEGE, (3) COURSE FLEXIBILITY THAT PERMITS MAXIMUM ATTENTION TO INDIVIDUAL NEEDS, (4) A 4-SKILL PROFICIENCY REQUIREMENT FOR ADMISSION TO COLLEGE LITERATURE COURSES, (5) A MASTERWORKS COURSE AS THE FIRST LITERATURE COURSE, (6) AN UNDERGRADUATE MAJOR PROGRAM THAT CONCENTRATES ON EITHER LANGUAGE, LITERATURE, OR AREA STUDIES, AND (7) A METHODS COURSE FOR PROSPECTIVE SECONDARY SCHOOL TEACHERS. THIS DOCUMENT IS AVAILABLE AS NUMBER NEC 64 FOR $2.50 FROM THE MLA/ACTFL MATERIALS CENTER, 62 FIFTH AVENUE, NEW YORK CITY, N.Y. 10011. (AB)

**ED 016 433** **FL 000 712**
LANGUAGE DOORS.
FORD FOUNDATION, NEW YORK, N.Y.
PUB DATE MAY 64
EDRS PRICE MF-$0.25 HC-$2.08 50P.

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *FOUNDATION PROGRAMS, *LINGUISTICS, *SECOND LANGUAGE LEARNING, *UNCOMMONLY TAUGHT LANGUAGES, CENTER FOR APPLIED LINGUISTICS, CURRICULUM DEVELOPMENT, EDUCATIONAL TELEVISION, FORD FOUNDATION, FOREIGN STUDENTS, GRADUATE STUDY, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, IN-

TERNATIONAL PROGRAMS, LANGUAGE LABORATORIES, LANGUAGE RESEARCH, NATIONAL DEFENSE EDUCATION ACT, PHONOTAPE RECORDINGS, TEACHER EDUCATION, TEACHING METHODS,

FORD FOUNDATION INTEREST AND INVOLVEMENT IN ENGLISH AS A SECOND LANGUAGE, LINGUISTICS, AND FOREIGN LANGUAGE TRAINING IS DESCRIBED. FOUR OF THE FOUNDATION'S NINE PROGRAMS HAVE BEEN INVOLVED IN THESE AREAS. "INTERNATIONAL TRAINING AND RESEARCH" IS CONCERNED WITH IMPROVING AMERICAN COMPETENCE IN THE INTERNATIONAL FIELD. "EDUCATION" HAS ASSISTED LANGUAGE TRAINING IN SCHOOLS. "OVERSEAS DEVELOPMENT" HAS EMPHASIZED ENGLISH AS A SECOND LANGUAGE IN UNDERDEVELOPED COUNTRIES. "INTERNATIONAL AFFAIRS" HAS ASSISTED THE TEACHING OF ENGLISH AS A SECOND LANGUAGE IN JAPAN. WORLDWIDE LEADERSHIP IN LINGUISTICS AND LANGUAGE TEACHING IS PROVIDED BY THE CENTER FOR APPLIED LINGUISTICS, ESTABLISHED IN WASHINGTON, D.C., WITH A GRANT FROM THE FORD FOUNDATION. THE AMERICAN COUNCIL OF LEARNED SOCIETIES, WHICH PLAYED A LARGE PART IN THE WARTIME LANGUAGE PROGRAMS OF THE ARMED FORCES, ALSO HAS RECEIVED FORD FOUNDATION SUPPORT. OTHER EXAMPLES OF FOUNDATION SUPPORT ARE GIVEN. (AUTHOR)

**ED 016 434** **FL 000 718**
*CHRISTIAN, CHESTER, ED.*
**BILINGUAL EDUCATION, RESEARCH AND TEACHING, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (4TH, EL PASO, NOVEMBER 10-11, 1967). REPORTS.**
SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$3.56** 87P.

DESCRIPTORS *BILINGUALISM, *CONFERENCE REPORTS, *CULTURAL EDUCATION, *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, AMERICAN INDIANS, BILINGUAL SCHOOLS, BILINGUAL STUDENTS, COURSE CONTENT, EDUCATIONAL LEGISLATION, FOREIGN CULTURE, LANGUAGE PROGRAMS, PROGRAM CONTENT, PSYCHOLOGY, RESEARCH REVIEWS (PUBLICATIONS), SOCIAL VALUES, SOCIOLOGY, SPANISH, STUDY ABROAD,

THE CONFERENCE PAPERS FALL UNDER THREE REPORT HEADINGS--AREAS WHERE RESEARCH IS NEEDED IN BILINGUAL EDUCATION, TEACHING CONTENT IN A FOREIGN LANGUAGE, AND BILINGUAL PROGRAMS IN THE SOUTHWEST. CIAL VALUES, SOCIOLOGY, SPANISH, STUDY ABROAD,

THE CONFERENCE PAPERS FALL UNDER THREE REPORT HEADINGS--AREAS WHERE RESEARCH IS NEEDED IN BILINGUAL EDUCATION, TEACHING CONTENT IN A FOREIGN LANGUAGE, AND BILINGUAL PROGRAMS IN THE SOUTHWEST. AREAS SEEM TO AGREE ON THE IMPORTANCE OF TEACHING CONTENT, WHETHER CULTURAL REALITIES OR ACADEMIC SUBJECT MATTER. THE FIRST TWO PAPERS DEAL WITH THEORETICAL ASPECTS OF BILINGUAL EDUCATION IN RELATION TO VERY BROAD SOCIOLOGICAL AND PSYCHOLOGICAL IMPLICATIONS OF EDUCATION IN MORE THAN ONE LANGUAGE, AND IN TERMS OF MORE THAN ONE SET OF CULTURAL VALUES. THE NEXT THREE PAPERS DEAL WITH SUCH PRACTICAL APPLICATIONS OF BILINGUALISM AND BICULTURALISM AS THE SUCCESSFUL EDUCATION OF CHILDREN OF U.S. CITIZENS LIVING ABROAD, THE UNSUCCESSFUL MONOLINGUAL EDUCATION OF THE AMERICAN INDIAN, AND LEGISLATION ON BILINGUALISM AND BICULTURALISM. FIVE PAPERS ON TEACHING CONTENT SHOW PRACTICAL APPLICATION OF FINDINGS IN PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES. THE THIRD REPORT INCLUDES PAPERS ON BILINGUAL PROGRAMS IN SIX SOUTHWEST STATES WHICH STRESS TWO THEMES. FIRST, ATTEMPTS ARE BEING MADE TO INCORPORATE THE STUDENT WHOSE PARENTS SPEAK A LANGUAGE OTHER THAN ENGLISH INTO THE STANDARD SOCIAL AND EDUCATIONAL SYSTEM OF THE UNITED STATES. SECOND, EFFORTS ARE BEING MADE TO EDUCATE ALL SCHOOL CHILDREN IN USING A SECOND LANGUAGE AND UNDERSTANDING A SECOND CULTURE. (AF)

**ED 016 435** **FL 000 719**
*STUBING, CHARLES, ED.*
**BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.**
SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS
PUB DATE 66
**EDRS PRICE MF-$0.50 HC-$2.64** 64P.

DESCRIPTORS *BILINGUALISM, *CONFERENCE REPORTS, *INTERCULTURAL PROGRAMS, *LANGUAGE INSTRUCTION, *SECOND LANGUAGE LEARNING, ADMINISTRATIVE POLICY, BIBLIOGRAPHIES, BILINGUAL SCHOOLS, BILINGUAL STUDENTS, COUNSELORS, CULTURE CONFLICT, CURRICULUM DESIGN, DISADVANTAGED GROUPS, ENGLISH (SECOND LANGUAGE), INSTRUCTIONAL MATERIALS, LANGUAGE PROGRAMS, LANGUAGE SKILLS, LANGUAGE TEACHERS, STUDENT TEACHING, TEACHER EDUCATION, TEACHER RECRUITMENT, TEACHING METHODS,

INCLUDED ARE REPORTS AND REPORT SUMMARIES ON BILINGUALISM IN TERMS OF (1) THE ADMINISTRATIVE AND COUNSELING VIEWPOINTS, (2) PROGRAMS, METHODS, AND MATERIALS, AND (3) RECRUITMENT AND PREPARATION OF BILINGUAL TEACHERS. THE FIRST REPORT DEFINES BILINGUAL SCHOOLING, PRESENTS FIVE VARIABLES AFFECTING SUCH SCHOOLING, ANALYZES SPECIFIC SCHOOL SITUATIONS, AND RECOMMENDS SECOND LANGUAGE LEARNING PRINCIPLES. THE ADVANTAGES OF BILINGUALISM AND OBJECTIVES OF THE SOUTHWEST COUNCIL PROGRAM ARE DISCUSSED. THE SECOND REPORT CONTAINS A SELECTED BIBLIOGRAPHY ON BILINGUALISM, OBJECTIVES FOR A BILINGUAL PROGRAM, A PRELIMINARY LIST OF MATERIALS, AND TENTATIVE GUIDELINES FOR A BILINGUAL CURRICULUM. THE THIRD REPORT COVERS THE DEVELOPMENT OF LANGUAGE SKILLS FOR BILINGUALS, INTERCULTURAL PROBLEMS AND THE TEACHER OF ENGLISH AS A SECOND LANGUAGE, TESL GUIDELINES FOR TRAINING STUDENT TEACHERS, RECRUITMENT AND TRAINING OF BILINGUAL TEACHERS IN MIAMI, AND PREPARATION OF TEACHERS FOR THE DISADVANTAGED. (AF)

**ED 016 436** **FL 000 721**
*BEANBLOSSOM, GARY*
**A LOOK AT FOREIGN LANGUAGE PLACEMENT, 1963-1967.**
WASHINGTON UNIV., SEATTLE
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.48** 10P.

DESCRIPTORS *FRENCH, *GERMAN, *PLACEMENT, *SPANISH, *STUDENT TESTING, COLLEGE PREPARATION, LANGUAGE PROGRAMS, SECOND LANGUAGE LEARNING, SECONDARY SCHOOLS, STATISTICAL DATA, UNIVERSITY OF WASHINGTON,

DATA WAS COMPILED FROM ENTERING STUDENTS TESTED DURING THE FALL QUARTERS OF 1963, 1964, 1965, 1966, AND 1967, AT THE UNIVERSITY OF WASHINGTON, IN ORDER TO DETERMINE WHETHER HIGH SCHOOL PREPARATION (IN FRENCH, GERMAN, AND SPANISH) HAD INCREASED OVER THE 5-YEAR PERIOD AND WHETHER STUDENT PLACEMENT IN UNIVERSITY COURSES HAD SHIFTED SYSTEMATICALLY. ALTHOUGH TWO YEARS OF HIGH SCHOOL PREPARATION WAS THE CONTINUOUS NORM, THERE WAS A SHARP AND CONSISTENT PERCENT INCREASE IN THE PROPORTION OF STUDENTS WITH 4 YEARS OF HIGH SCHOOL LANGUAGE STUDY (THOUGH THIS GROUP STILL REMAINS A SMALL PERCENT OF THE TOTAL SAMPLE). DESPITE PLACEMENT DIFFERENCES BETWEEN YEARS, DATA SHOW THAT HIGH SCHOOL PREPARATION AND LENGTH OF DELAY (BETWEEN PREPARATION AND COLLEGE STUDY) GREATLY INFLUENCE THE AMOUNT OF UNIVERSITY LANGUAGE STUDY AN ENTERING STUDENT MAY EXPECT TO FACE. GERMAN STUDENTS TRADITIONALLY PLACED LOWER IN THE SEQUENCE OF COURSES THAN FRENCH OR SPANISH STUDENTS. (AF)

**ED 016 437** **FL 000 723**
*LOHNES, WALTER F.W.*
**THE TRAINING OF GERMAN TEACHERS IN THE U.S., A POSITION PAPER (DRAFT).**
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.72** 16P.

DESCRIPTORS *COLLEGE TEACHERS, *GERMAN, *SECONDARY SCHOOL TEACHERS, *TEACHER EDUCATION, *TEACHER EDUCATION CURRICULUM, AMERICAN ASSOCIATION OF TEACHERS OF GERMAN, INTERINSTITUTIONAL COOPERATION, LANGUAGE INSTRUCTION, METHODS COURSES, MLA PROFICIENCY TESTS, NATIONAL COMPETENCY TESTS, PROFESSIONAL ASSOCIATIONS, STANDARDS, STUDY ABROAD, TEACHER CERTIFICATION, TEACHER INTERNS, TEACHER QUALIFICATIONS, TEACHER SUPERVISION,

THE TRAINING OF GERMAN TEACHERS TODAY LEAVES SO MUCH TO BE DESIRED THAT THE MAJORITY OF THEM EMPLOYED AND CERTIFIED TO TEACH GERMAN IN AMERICAN SCHOOLS ARE UNQUALIFIED TO DO SO BY ANY PROFESSIONAL STANDARD. THE ABOVE STATEMENT IS THE PREMISE OF THIS POSITION PAPER WHICH OUTLINES IN DETAIL WHAT IS NECESSARY TO REMEDY THE SITUATION. THE MOST EXTENSIVE PART OF THE PAPER INCLUDES (1) NECESSARY QUALIFICATIONS OF FUTURE GERMAN TEACHERS, AND (2) GUIDELINES FOR WAYS AND MEANS OF ACHIEVING THESE QUALIFICATIONS IN TEACHER TRAINING, INCLUDING THE AREAS OF LANGUAGE COMPETENCY, LINGUISTICS, CULTURE, STUDY ABROAD, METHODS COURSES, AND INTERNSHIPS. A THIRD

SECTION DESCRIBES THE ACTIVITIES OF THE AMERICAN ASSOCIATION OF TEACHERS OF GERMAN IN RESEARCH AND IN DEVELOPING NATIONAL STANDARDS, AND THE FINAL SECTION OFFERS PROPOSALS FOR TEACHER CERTIFICATION. (AS)

**ED 016 438** **FL 000 724**
*MIRSKY, JEROME G.*
LAGGING INTEREST.
PUB DATE 27 DEC 67
EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *FLES MATERIALS, *FLES TEACHERS, *STUDENT INTERESTS, *TEACHING TECHNIQUES, *TEXTBOOK EVALUATION, CLASS ACTIVITIES, FLES GUIDES, FLES OBJECTIVES, ILLUSTRATIONS, PATTERN DRILLS (LANGUAGE), READING, SEQUENTIAL READING PROGRAMS, TEXTBOOK CONTENT,

EXISTING FLES TEACHING MATERIALS ARE REVIEWED GENERALLY AND CRITICIZED, AND SUGGESTIONS ARE MADE FOR THEIR IMPROVEMENT. EMPHASIS SHOULD BE GIVEN TO KEEPING UP THE CLASS'S INTEREST AND PROVIDING TEACHING AIDS THAT ARE REALLY PORTABLE. A WELL-ARTICULATED, SEQUENTIAL TEXT SERIES FROM FLES THROUGH HIGH SCHOOL IS ADVISED. THEIR THEMES SHOULD REFLECT INTERESTS DETERMINED BY THE CHILDREN THEMSELVES, CHAPTERS SHOULD CONSIST OF A NUMBER OF SHORT PRESENTATIONS THAT MAY BE CONNECTED OR LEARNED AND USED SEPARATELY, AND DRILLS AND READING SHOULD BE ON VARIOUS LEVELS SO THAT MORE CAPABLE CHILDREN WOULD PROCEED MORE RAPIDLY WHILE LESS CAPABLE ONES COULD HAVE MORE WORK. CHILDREN SHOULD BE GUIDED TOWARD DEVELOPING THEIR OWN SCRIPTS FROM A GIVEN OUTLINE. CARTOONS MIGHT COME BEFORE READING IS FORMALLY PRESENTED, BUT READING SKILLS SHOULD BE DEVELOPED EARLIER THAN THEY ARE NOW. SUGGESTIONS ARE MADE ON APPROPRIATE ILLUSTRATIONS, AND ON CONSTRUCTION OF AN EFFECTIVE TEACHING MANUAL. FOR MATERIAL, PUBLISHERS ARE ADVISED TO CONSULT FLES TEACHERS RATHER THAN LINGUISTS OR COLLEGE PROFESSORS. THIS SPEECH WAS DELIVERED AT THE MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, CHICAGO, DECEMBER 27, 1967. (AF)

**ED 016 439** **FL 000 725**
*BARRUTIA, RICHARD*
A CLOSE LOOK AT THE IMPORTANCE AND PLACE OF TESTING IN THE FOREIGN LANGUAGE PROGRAM.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.76 17P.

DESCRIPTORS *LANGUAGE INSTRUCTION, *LANGUAGE TESTS, *SECOND LANGUAGE LEARNING, *STUDENT TESTING, *TEST CONSTRUCTION, ACADEMIC ACHIEVEMENT, ACADEMIC APTITUDE, ACHIEVEMENT TESTS, DIAGNOSTIC TESTS, INSTRUCTIONAL MATERIALS, PACING, STUDENT MOTIVATION, TEACHING TECHNIQUES, TEST RESULTS, TESTING, TESTING PROBLEMS,

TESTING IS ESPECIALLY IMPORTANT IN FOREIGN LANGUAGE PROGRAMS BECAUSE THE NATURE OF AUDIOLINGUAL TEACHING REQUIRES GREAT AMOUNTS OF FEEDBACK, REINFORCEMENT, AND VERIFICATION. TESTS CAN MEASURE APTITUDE AND ACHIEVEMENT, CAN DIAGNOSE, AND, MOST IMPORTANT, CAN BE AN EFFECTIVE TEACHING TOOL. MANY TEACHING TECHNIQUES ARE EXCELLENT FOR TESTING AND SOME TESTING TECHNIQUES ARE GOOD FOR TEACHING. WELL-PREPARED TESTS BEAR OUT WHAT A GOOD TEACHER ALREADY KNOWS, AND ALSO HELP THE STUDENTS BY TEACHING NEW ITEMS BY IMITATION, INDUCTION, OR ANALOGY AS THEY TEST. BECAUSE LANGUAGE LEARNING ACHIEVEMENT IS CUMULATIVE, AND REQUIRES ANALYTICAL POWERS PLUS GREAT AMOUNTS OF MEMORIZATION, HABITUAL REPETITION, AND PRACTICE, TESTS NOT ONLY SHOULD REQUIRE KNOWLEDGE OF NEW WORK BUT ALSO SHOULD BE COMPREHENSIVE ENOUGH TO SHOW THE STUDENTS' ASSIMILATION OF PREVIOUSLY LEARNED MATERIAL. TESTING IS ALSO A VERY EFFECTIVE MEANS OF MOTIVATING STUDENTS TOWARD SPECIFIC OBJECTIVES AND TERMINAL BEHAVIOR--PRETEST STUDY AND THE TESTING PERIOD ITSELF RECEIVE A STUDENT'S BEST CONCENTRATION. THE PRINCIPLE OF SPACED LEARNING APPLIES WELL TO SPACED TESTING. FREQUENT SHORT TESTS ARE MORE RELIABLE, PRODUCTIVE, AND FAIR TO STUDENTS THAN INFREQUENT LONG ONES, BUT BOTH SHOULD BE USED. SHORT SPOTCHECK TESTS ARE RELIABLE IF THERE ARE ENOUGH RECURRENCES OF ITEMS FROM A COMMON CATEGORY. ORAL WORK CAN BE GRADED EASILY BY USING A SIMPLE TAPED TEST. THIS SPEECH WAS DELIVERED AT THE MEETING OF THE AMERICAN ASSOCIATION OF TEACHERS OF SPANISH AND PORTUGUESE, CHICAGO, DECEMBER 27, 1967. (AS)

**ED 016 440** **FL 000 729**
*ANDREWS, NORWOOD, JR.*
WHY STUDY PORTUGUESE.
PHI LAMBDA BETA, NASHVILLE, TENN.
VANDERBILT UNIV., NASHVILLE, TENN.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$1.52 36P.

DESCRIPTORS *CAREER OPPORTUNITIES, *COLLEGE LANGUAGE PROGRAMS, *LUSO BRAZILIAN CULTURE, *PORTUGUESE, *SECOND LANGUAGE LEARNING, BRAZIL, BUSINESS, CULTURAL ENRICHMENT, CULTURAL EXCHANGE, EDUCATION, FEDERAL GOVERNMENT, LANGUAGE TEACHERS, LATIN AMERICA, LATIN AMERICAN CULTURE, PORTUGAL, SPANISH CULTURE,

REASONS ARE ADVANCED FOR STUDYING PORTUGUESE, BASED ON THE IMPORTANCE OF THE PORTUGUESE-SPEAKING WORLD, ESPECIALLY BRAZIL, TO THE UNITED STATES. DISTINGUISHED PEOPLE IN GOVERNMENT, BUSINESS, AND EDUCATION NOT ONLY TESTIFY TO THE NEED FOR PEOPLE TO LEARN THE LANGUAGE BUT ALSO NOTE THE ADVANTAGES OF SUCH STUDY. LANGUAGE STUDENTS ARE ADVISED THAT THERE IS A PARTICULAR SHORTAGE OF TEACHERS OF PORTUGUESE, AND SPANISH MAJORS ARE URGED TO CONSIDER IT AS HALF OF AN HISPANIC (AND LATIN AMERICAN) WHOLE. AT THE COLLEGE LEVEL, PORTUGUESE AND LATIN AMERICAN STUDIES ARE BECOMING INCREASINGLY PREVALENT. AN APPENDIX LISTS COLLEGES AND UNIVERSITIES WITH PROGRAMS IN PORTUGUESE AND RELATED LATIN AMERICAN AREA STUDIES. ADDITIONAL SOURCES OF INFORMATION ARE ALSO INDICATED. (AF)

**ED 016 441** **FL 000 734**
*KNOLL, SAMSON B.*
FOREIGN LANGUAGE LEARNING, A BEGINNING NOT AN END.
FOREIGN LANGUAGE ASSN. OF NORTHERN CALIF. INC.
PUB DATE DEC 67
EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *COMMUNICATION (THOUGHT TRANSFER), *CULTURAL AWARENESS, *CULTURAL CONTEXT, *CULTURAL EXCHANGE, *SECOND LANGUAGE LEARNING, CROSS CULTURAL TRAINING, FOREIGN CULTURE, INTEGRATED CURRICULUM, LANGUAGE SKILLS, OBJECTIVES, PATTERN DRILLS (LANGUAGE), STUDY ABROAD,

COMMUNICATION, THE GOAL OF FOREIGN LANGUAGE LEARNING, CANNOT BE ACHIEVED MERELY BY THE DEVELOPMENT OF LINGUISTIC SKILLS, FOR THAT IS ONLY THE BEGINNING OF COMMUNICATION. LANGUAGE CONSISTS OF SPEECH PATTERNS WHICH CAN BE LEARNED THROUGH PATTERN DRILLS, BUT BECAUSE LANGUAGE CANNOT BE SEPARATED FROM ITS CULTURE, THE DRILLS MUST BE DRAWN FROM THE CULTURAL CONTEXT IN WHICH THE LANGUAGE IS SPOKEN. THE ULTIMATE GOAL OF LANGUAGE LEARNING MUST BE INTERCULTURAL COMMUNICATION, AN UNDERSTANDING AND APPRECIATION OF OTHER CULTURES, AND AN AWARENESS OF HOW THE CULTURE OF A COUNTRY CAN BE COMMUNICATED THROUGH ITS LANGUAGE. ON ALL LEVELS, FROM ELEMENTARY SCHOOL ON, CULTURAL CONTEXT MUST BE INFUSED IN LANGUAGE LEARNING, AND LANGUAGE AND CULTURAL STUDIES SHOULD BE INTEGRATED. EVEN OUR IDEAS ABOUT STUDY ABROAD SHOULD BE QUESTIONED TO SEE IF LEARNING REALLY CAN TAKE PLACE IN THAT KIND OF COLLECTIVE AND ORGANIZED WAY. THIS SPEECH WAS DELIVERED AT THE CTA CURRICULUM CONFERENCE, FOOTHILL COLLEGE, OCTOBER 7,. 1967, AND WAS PRINTED IN THE "NORTHERN CALIFORNIA FOREIGN LANGUAGE NEWSLETTER," VOLUME 16, NUMBER 63, DECEMBER 1967, PAGES 8-11. (AS)

**ED 016 442** **FL 000 741**
*POLITZER, ROBERT L.*
FLEXIBLE SCHEDULING AND THE FOREIGN LANGUAGE CURRICULUM.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE OCT 67
EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *FLEXIBLE SCHEDULING, *GROUPING (INSTRUCTIONAL PURPOSES), *LANGUAGE INSTRUCTION, *MODERN LANGUAGE CURRICULUM, *SCHEDULE MODULES, AUTOINSTRUCTIONAL PROGRAMS, CLASS SIZE, CURRICULUM DESIGN, EDUCATIONAL IMPROVEMENT, INDIVIDUAL INSTRUCTION, LANGUAGE LABORATORY USE, LARGE GROUP INSTRUCTION, SECOND LANGUAGE LEARNING, SMALL GROUP INSTRUCTION,

FLEXIBLE SCHEDULING IS BASED UPON THE DIVISION OF CLASS SESSIONS INTO MODULES OF 20 TO 25 MINUTES. MODULES CAN BE COMBINED IN VARIOUS WAYS TO SUIT THE INSTRUCTIONAL PROCESS, AND MORE FLEXIBLE USE MAY BE MADE OF THE SUBJECT OR CURRICULUM, THE PUPILS, AND THE TEACHERS. IF FLEXIBILITY IS APPLIED TO BOTH THE CURRICULUM AND THE PUPIL, PROGRESS IN A FOREIGN LANGUAGE MUST BE EXPRESSED IN TERMS OF ACHIEVEMENT RATHER THAN IN TERMS OF TIME SPENT IN THE CLASSROOM. WHILE CHANGING FROM TRADITIONAL TO FLEXIBLE SCHEDULING, IT IS INITIALLY SAFER TO REAPPORTION FAMILIAR ACTIVITIES TO DIFFERENT SPANS OF TIME THAN TO RE-

DISTRIBUTE ACTIVITIES INTO NEW MODES OF INSTRUCTION (LARGE GROUP, SMALL GROUP, LABORATORY). INSTRUCTIONAL COSTS MAY BE CUT BY REPLACING TRADITIONAL INFLEXIBLE CLASSROOM INSTRUCTION WITH LARGE GROUP MEETINGS, LABORATORY WORK, OR SELF INSTRUCTION. HOWEVER, A CAREFULLY PLANNED CURRICULUM IS NECESSARY TO ALTERNATE BETWEEN THESE KINDS OF INSTRUCTION. FLEXIBLE SCHEDULING CAN BE AN IMPORTANT TOOL FOR SOLVING SPECIFIC INSTRUCTIONAL PROBLEMS AND IMPROVING INSTRUCTION. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 7, NUMBER 1, OCTOBER 1967, PAGES 6-8. (AF)

**ED 016 443** **FL 000 742**
*REINERT, HARRY*
LATIN IS DEAD, LONG LIVE LATIN.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE OCT 67
EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *CULTURAL ENRICHMENT, *LATIN, *LITERATURE APPRECIATION, *SECOND LANGUAGE LEARNING, *SECONDARY SCHOOLS, AUDIOLINGUAL METHODS, COURSE CONTENT, CULTURAL EDUCATION, LANGUAGE SKILLS, LEARNING MOTIVATION, READING, TEACHING METHODS,

THERE MUST BE A CHANGE OF EMPHASIS IN THE REASONS OFFERED FOR STUDYING LATIN. INSTEAD OF STRESSING IMPROVED ENGLISH GRAMMAR AND VOCABULARY AND PREPARATION FOR CERTAIN PROFESSIONS AS THE BENEFITS OF LATIN STUDY, WE SHOULD CAPITALIZE ON THE UNIQUE QUALITY OF LATIN, THAT IT IS A DEAD LANGUAGE, AND MOVE STUDENTS AS RAPIDLY AS POSSIBLE INTO THE STUDY OF ROMAN LITERATURE. STUDYING LATIN IS A VALUABLE WAY OF LEARNING ABOUT THE PAST, A NECESSARY KNOWLEDGE EVEN IN THE MOST MODERN FIELDS, AND OF GAINING AN INSIGHT INTO OUR CULTURAL HERITAGE. PERHAPS THE GREATEST FACTOR IN DECLINING LATIN ENROLLMENTS IS THAT TEACHERS AND TEXTBOOKS HAVE TRIED TO MAKE LATIN A LIVING LANGUAGE, A SPOKEN LANGUAGE, AND HAVE ATTEMPTED, UNWISELY, TO IMPOSE AUDIOLINGUAL METHODS. THIS ARTICLE APPEARED IN "THE DFL BULLETIN," VOLUME 7, NUMBER 1, OCTOBER 1967, PAGES 9-11. (AS)

**ED 016 444** **JC 660 295**
*SEIBEL, DEAN W.*
A STUDY OF THE ACADEMIC ABILITY AND PERFORMANCE OF JUNIOR COLLEGE STUDENTS.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER ETS-FSR-1
PUB DATE OCT 65
EDRS PRICE MF-$0.25 HC-$1.80 43P.

DESCRIPTORS *COLLEGE BOUND STUDENTS, *HIGH SCHOOL GRADUATES, *JUNIOR COLLEGES, *NONCOLLEGE PREPARATORY STUDENTS, *PREDICTIVE ABILITY (TESTING), *PREDICTIVE MEASUREMENT, ACADEMIC APTITUDE, APTITUDE TESTS, HIGHER EDUCATION, PRELIMINARY SCHOLASTIC APTITUDE TEST,

IN FALL 1960, THE PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT) WAS ADMINISTERED TO A NATIONAL SAMPLE OF 9,745 SENIORS IN 147 HIGH SCHOOLS, AND A SUBSAMPLE OF 2,423 WERE SELECTED FOR FOLLOW-UP. STATISTICAL TREATMENT OF DATA FOR THE SUBSAMPLE INDICATED THAT, OF THE ORIGINAL GROUP, (1) 36 PERCENT WENT TO COLLEGE, WITH ABOUT 19 PERCENT OF THESE ENTERING JUNIOR COLLEGE, (2) ABOUT 75 PERCENT OF THE COLLEGE ENTRANTS COMPLETED THE YEAR IN GOOD STANDING, WITH THE INCIDENCE OF ACADEMIC DIFFICULTY AMONG THE 2-YEAR STUDENTS NEARLY TWICE AS GREAT AS AMONG THE 4-YEAR STUDENTS, AND (3) AT BOTH TYPES OF COLLEGES, BOYS SEEMED TO HAVE MORE DIFFICULTY THAN GIRLS. WITH REGARD TO TEST SCORES, (1) THOUGH THE GROUP ATTENDING COLLEGE TENDS TO HAVE HIGHER SCORES, THEY ARE REPRESENTED THROUGHOUT THE ENTIRE SCORE RANGE, WITH SUBSTANTIAL NUMBERS OF LOW SCORES, (2) THE NON-COLLEGE BOUND TENDED TO CLUSTER AT THE LOW END, WITH LIMITED REPRESENTATION TOWARD THE TOP, (3) DEGREE OF COLLEGE SUCCESS APPEARED RELATED TO SCORES, AND (4) THERE WAS MUCH OVERLAPPING OF SCORES AMONG THOSE WHO WERE SUCCESSFUL AND THOSE WHO WERE NOT, AS WELL AS AMONG THOSE ATTENDING DIFFERENT TYPES OF INSTITUTIONS. (WO)

**ED 016 445** **JC 660 326**
*PENNINGROTH, PAUL W.*
THE COMMUNITY COLLEGE IN MENTAL HEALTH TRAINING, REPORT OF A CONFERENCE TO EXPLORE THE ROLE OF THE COMMUNITY COLLEGE IN TRAINING MENTAL HEALTH WORKERS (ATLANTA, APRIL, 1966).
SOUTHERN REGIONAL EDUCATION BOARD, ATLANTA, GA.
PUB DATE MAY 66
EDRS PRICE MF-$0.50 HC-$3.76 92P.

DESCRIPTORS *HEALTH OCCUPATIONS EDUCATION, *JUNIOR COLLEGES, *MENTAL HEALTH PROGRAMS, *TRAINING, CONFERENCE REPORTS, EMPLOYMENT OPPORTUNITIES, NURSING, PARAMEDICAL OCCUPATIONS, PROGRAM DEVELOPMENT, SOCIAL WORK, TECHNICAL EDUCATION, THERAPISTS,

A CONFERENCE SPONSORED BY THE SOUTHERN REGIONAL EDUCATION BOARD AND THE NATIONAL INSTITUTE OF MENTAL HEALTH WAS HELD IN APRIL 1966, TO (1) PROVIDE OPPORTUNITY FOR COMMUNITY COLLEGE AND MENTAL HEALTH LEADERS TO CONSIDER SIGNIFICANT ISSUES IN THE TRAINING OF MENTAL HEALTH WORKERS, (2) PROVIDE INFORMATION ABOUT DEVELOPMENTS AND CURRENT PROGRAMS IN THIS FIELD, (3) STIMULATE DISCUSSION OF PROBLEMS INHERENT IN THE PROGRAMS, (4) DEVELOP METHODS OF EVALUATING APPROPRIATENESS OF THE NEW JOBS AND THE ADEQUACY OF THE TRAINING PROGRAMS, AND (5) INDICATE AREAS OF RESEARCH, THIS CONFERENCE REPORT INCLUDES THE TEXT OF 13 PAPERS WHICH WERE PRESENTED AT OR PREPARED AS STUDY GUIDES FOR THE CONFERENCE, AND WHICH WERE CONCERNED WITH THE ROLE OF THE JUNIOR COLLEGE IN PREPARING MENTAL HEALTH WORKERS TO SERVE IN FIELDS RELATED TO NURSING, MENTAL RETARDATION, SOCIAL WORK, VOCATIONAL REHABILITATION, AND GENERAL COMMUNITY SERVICES. (WO)

**ED 016 446** **JC 670 190**
*MURPHY, JAMES T.*
THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY.
EDRS PRICE MF-$0.25 HC-$1.12 26P.

DESCRIPTORS *ADMISSION CRITERIA, *EVENING PROGRAMS, *JUNIOR COLLEGES, *LOW ACHIEVERS, ACADEMIC PROBATION, ACADEMIC STANDARDS, ADMISSION (SCHOOL), DAY STUDENTS, EVENING STUDENTS, PART TIME STUDENTS,

EMPHASIS ON THE TRANSFER CURRICULA AT NASSAU COLLEGE NECESSITATES A POLICY OF SELECTIVE ADMISSION BASED ON PREDICTION OF PROBABLE ACADEMIC SUCCESS. FOR SEVERAL YEARS THE COLLEGE PERMITTED STUDENTS WHO WERE INITIALLY INADMISSABLE FOR FULL-TIME STATUS TO TRANSFER FROM A PART-TIME, PROBATIONARY STATUS AFTER COMPLETION OF THREE EVENING COURSES WITH A GRADE POINT AVERAGE OF A LEAST 2.3 (ON A 4-POINT SCALE). IN AN ATTEMPT TO DETERMINE THE EFFECTIVENESS OF THIS POLICY, RECORDS OF 84 SUCH TRANSFER STUDENTS WERE STUDIED. OF THESE STUDENTS, ONE-HALF MAINTAINED A GPA OF 2.0 OR HIGHER, AND THERE WAS A MEAN DECREASE OF .59 OF THE 25 WITHDRAWALS FROM THE DAY PROGRAM PRIOR TO COMPLETION, HALF WERE ATTRIBUTABLE TO ACADEMIC DIFFICULTY, PRIMARILY IN LIBERAL ARTS, SCIENCES, AND MATHEMATICS. ACADEMIC DIFFICULTY, AS SHOWN BY FAILURE TO EARN A 2.0 AVERAGE, WAS GREATEST AMONG BUSINESS ADMINISTRATION, SOCIAL SCIENCE, AND ELEMENTARY EDUCATION MAJORS. THE DISTRIBUTION OF GRADE POINT AVERAGES INDICATED THAT THE MINIMUM AVERAGE FOR TRANSFER TO THE DAY PROGRAM SHOULD BE RAISED TO 2.5 FOR A LEAST 12 UNITS OF WORK, NINE OF WHICH SHOULD INCLUDE SUBJECTS FROM ENGLISH, SOCIAL SCIENCES, AND MATHEMATICS. (WO)

**ED 016 447** **JC 670 523**
THE FEDERAL INVESTMENT IN HIGHER EDUCATION, THE NEED FOR A SUSTAINED COMMITMENT.
AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
PUB DATE FEB 67
EDRS PRICE MF-$0.25 HC-$0.88 20P.

DESCRIPTORS *FEDERAL AID, *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, *HIGHER EDUCATION, *JUNIOR COLLEGES, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, FACILITIES ACT, FINANCIAL SUPPORT, GOVERNMENT ROLE, HIGHER EDUCATION, NATIONAL DEFENSE EDUCATION ACT, OPPORTUNITY GRANTS PROGRAMS,

BECAUSE OF THE INTERDEPENDENCE OF HIGHER EDUCATION AND THE FEDERAL GOVERNMENT, THE POSITION OF THE AMERICAN COUNCIL ON EDUCATION IS THAT THE GOVERNMENT SHOULD HAVE AN ACTIVE ROLE IN STRENGTHENING HIGHER EDUCATION. THE GOVERNMENT'S SHARE IN FACILITIES CONSTRUCTION PROJECTS SHOULD BE INCREASED, AND EMPHASIS ON EXPANSION OF ENROLLMENT CAPACITY SHOULD BE LIBERALIZED. PROGRAMS IN HOUSING AND STUDENT AID SHOULD BE EXPANDED. MATCHING PROVISIONS IN NDEA LOAN PROGRAMS SHOULD BE RELAXED, ELIGIBILITY FOR LOANS SHOULD BE BROADENED, AND THE FORGIVENESS FEATURES SHOULD BE CURTAILED OR ELIMINATED. WORK STUDY PROGRAMS SHOULD CONTINUE AT THE PRESENT SUPPORT LEVEL. THE GUARANTEED LOAN PROGRAM, WHICH HAS BEEN GENERALLY UNSUCCESSFUL, NEEDS RESTUDY. THE NDEA FELLOWSHIPS, WITH THEIR EMPHASIS ON PREPARATION FOR THE DOCTORATE, SHOULD BE SUPPLEMENTED BY OTHER TEACHER EDUCATION PROGRAMS AND EXTENSION OF THE NDEA INSTITUTES TO INCLUDE COLLEGE TEACHER PROGRAMS. FISCAL RELATIONSHIPS BETWEEN THE GOVERNMENT AND HIGHER EDUCATION NEED REEXAMINATION AND

PREPARATION OF A MASTER PLAN, ESPECIALLY WITH RESPECT TO COST SHARING, GOVERNMENT RESEARCH POLICY, HEALTH PROGRAMS, AND GENERAL INSTITUTIONAL SUPPORT. COPIES ARE ALSO AVAILABLE WITHOUT CHARGE FROM THE PUBLICATIONS DIVISION, AMERICAN COUNCIL ON EDUCATION, 1785 MASSACHUESETTS AVENUE, N.W., WASHINGTON, D.C. 20036. (WO)

**ED 016 448** **JC 670 553**
**SELECTED PAPERS FROM THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (46TH, ST. LOUIS, FEBRUARY 28-MARCH 4, 1966).**
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.
PUB DATE 66
EDRS PRICE MF-$0.50 HC-$3.88 95P.
DESCRIPTORS *COMPUTERS, *CONFERENCE REPORTS, *GOVERNING BOARDS, *JUNIOR COLLEGES, *TEACHER IMPROVEMENT, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, ARTICULATION (PROGRAM), AUTOMATION, COLLEGE ROLE, DATA PROCESSING, EDUCATIONAL LEGISLATION, EDUCATIONAL PHILOSOPHY, ENGLISH INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, MISSOURI, REMEDIAL INSTRUCTION, ST. LOUIS, STUDENT PERSONNEL SERVICES, TEACHER EVALUATION, TRUSTEES,
THE TEXTS OF TEN PAPERS ARE INCLUDED--(1) REFLECTIONS FROM OUTSIDE, (2) DIVERSITY AND DIVISIVENESS IN HIGHER EDUCATION, (3) EDUCATION FOR THE NEXT GENERATION, (4) THE COMMUNITY CAMPUS, (5) THE JUNIOR COLLEGE AND INTERNATIONAL EDUCATION, (6) THE FLORIDA-COLOMBIA ALLIANCE PROGRAM, (7) THE JUNIOR COLLEGE TRUSTEE, (8) BOARD RELATIONSHIPS TO ADMINISTRATION AND FACULTY, (9) BOARD RESPONSIBILITY FOR A CLIMATE OF CREATIVITY, AND (10) TRENDS IN EDUCATING HEALTH SERVICE WORKERS. ALSO INCLUDED ARE MATERIALS FROM FORUMS--(1) EVALUATING TEACHER EFFECTIVENESS, (2) FEDERAL LEGISLATION, (3) COMPUTERS AND COLLEGES, (4) STRENGTHENING STUDENT PERSONNEL SERVICES, (5) THE NEW CURRICULUMS, (6) FROM JUNIOR TO SENIOR COLLEGE, AND (7) REPAIRING STUDENT DEFICIENCES IN ENGLISH. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

**ED 016 449** **JC 670 560**
**SELECTED PAPERS FROM THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (47TH, SAN FRANCISCO, FEBRUARY 27-MARCH 3, 1967).**
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.
PUB DATE 67
EDRS PRICE MF-$0.50 HC-$3.72 91P.
DESCRIPTORS *COLLEGE FACULTY, *CONFERENCE REPORTS, *EFFECTIVE TEACHING, *JUNIOR COLLEGES, *SOCIAL CHANGE, AMERICAN ASSOCIATION OF JUNIOR COLLEGES, CALIFORNIA, DEVELOPMENTAL PROGRAMS, EDUCATIONAL FACILITIES, EXPERIMENTS, INNOVATION, INSERVICE PROGRAMS, LOW ABILITY STUDENTS, LOW ACHIEVERS, SAN FRANCISCO, STUDENT CHARACTERISTICS, STUDENT COLLEGE RELATIONSHIP, TEACHER ADMINISTRATOR ATTITUDES, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER ATTITUDES, TEACHER ORIENTATION, WORK EXPERIENCE PROGRAMS,
IN ADDITION TO THE THREE PRINCIPAL ADDRESSES ("TO TEMPER THE SWORD OF INTELLECT," "SOCIAL CHANGE AND THE JUNIOR COLLEGE," AND "A TIME TO EVERY PURPOSE") SELECTED PAPERS FROM NINE OF THE 10 SESSIONS ARE REPRODUCED. EACH SESSION CONCERNED A SPECIFIC TOPIC--(1) EXPERIMENTATION AND INNOVATION, (2) FACULTY VIEWS OF COLLEGE ORGANIZATION AND ADMINISTRATION, (3) CURRICULUMS FOR THE BIG CITY COMMUNITY COLLEGE, (4) JUNIOR COLLEGE STUDENTS, (5) FACULTY ORIENTATION AND INSERVICE PROGRAMS, (6) ADMINISTRATORS' VIEWS OF THE EFFECTIVE FACULTY MEMBER, (7) DEVELOPMENTAL PROGRAMS, (8) PLANNING COMMUNITY COLLEGE FACILITIES, AND (9) WORK EXPERIENCE PROGRAMS. THIS DOCUMENT IS ALSO AVAILABLE FOR $2.00 FROM THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES, 1315 SIXTEENTH STREET, N.W., WASHINGTON, D.C. 20036. (WO)

**ED 016 450** **JC 670 561**
*EPPERSON, DAVID C.*
COUNSELING JUNIOR COLLEGE BOUND STUDENTS.
ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.24 4P.
DESCRIPTORS *CAREER CHOICE, *COUNSELING, *JUNIOR COLLEGES, *STUDENT COLLEGE RELATIONSHIP, *TRANSFER STUDENTS, COLLEGE ENVIRONMENT, COUNSELOR FUNCTIONS, COUNSELOR ROLE, STATUS,
PROSPECTIVE JUNIOR COLLEGE STUDENTS SHOULD BE AWARE OF DIFFICULTIES THEY MAY ENCOUNTER IN SUCH MATTERS AS (1) INADEQUACIES OF FACILITIES AND EQUIPMENT, (2) PROGRAM DEFICIENCES, (3) SHORTAGES OF ADEQUATE STAFF, (4) TRANSFER PROBLEMS, AND (5) STATUS AND PRESTIGE FACTORS. COUNSELORS SHOULD HELP STUDENTS TO APPRAISE BOTH THE POSITIVE AND THE NEGATIVE ASPECTS OF THEIR CHOICES OF COURSES, CAREERS, AND COLLEGES. THIS ARTICLE IS PUBLISHED IN "THE JOURNAL OF THE ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS," VOLUME 12, NUMBER 3, SUMMER 1967. (HH)

**ED 016 451** **JC 670 565**
*HIRSCH, PETER M.*
INSTITUTIONAL RESEARCH AND THE COMMUNITY COLLEGE.
SAINT LOUIS JUNIOR COLL. DIST., MO.
PUB DATE 7 SEP 66
EDRS PRICE MF-$0.25 HC-$0.68 15P.
DESCRIPTORS *INSTITUTIONAL RESEARCH, *JUNIOR COLLEGES, *OPERATIONS RESEARCH, *RESEARCHERS, ADMINISTRATIVE ORGANIZATION, ORGANIZATION, RESEARCH NEEDS, RESEARCH OPPORTUNITIES,
ANYTHING WHICH IS NOW, OR COULD BE, A PROBLEM OR AN ISSUE FOR THE INSTITUTION CONCERNED IS THE LEGITIMATE PROVINCE OF INSTITUTIONAL RESEARCH, WHICH IS THEREFORE A TYPE OF APPLIED RESEARCH TO PERFORM A SERVICE TO THE INSTITUTION. THE OFFICE OF INSTITUTIONAL RESEARCH SHOULD (1) PROVIDE DESCRIPTIVE REPORTS CONCERNING THE COLLEGE'S PRESENT STATUS AND THE DEGREE TO WHICH ITS GOALS ARE BEING MET, (2) ISOLATE INSTITUTIONAL STRENGTHS AND WEAKNESSES, AND MAKE APPROPRIATE RECOMMENDATIONS, (3) IDENTFY IMMEDIATE AND FUTURE NEEDS, (4) COORDINATE INTRA- AND INTERINSTITUTIONAL STUDIES, (5) ASSIST STAFF MEMBERS IN THEIR STUDIES, (6) MAINTAIN AN UP-TO-DATE, USABLE FILE OF THE INSTITUTION'S RESEARCH, AND (7) PROVIDE A PERIODIC NEWSLETTER. THE OFFICE SHOULD BE OPERATED THROUGH A STAFF POSITION WHICH HAS NO OTHER POTENTIALLY CONFLICTING ROLE, IT SHOULD HAVE A SPEARATE BUDGET AND STAFF, AND THE DIRECTOR SHOULD HAVE AN ADMINISTRATIVE POSITION AT A LEVEL WHICH WILL FACILITATE COMMUNICATION. (WO)

**ED 016 452** **JC 670 590**
*ROBERTS, EDWARD R.*
**A TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE--ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT.**
CALIFORNIA UNIV., LOS ANGELES
PUB DATE MAR 67
EDRS PRICE MF-$0.25 HC-$1.60 38P.
DESCRIPTORS *CURRICULUM DEVELOPMENT, *JUNIOR COLLEGES, *PROGRAM DESCRIPTIONS, *TEACHER AIDES, *TRAINING, CALIFORNIA, CURRICULUM EVALUATION, WHITTIER,
RIO HONDO JUNIOR COLLEGE ESTABLISHED A 2-YEAR PROGRAM TO TRAIN TEACHER AIDES FOR SERVICE IN THE LOS NIETOS ELEMENTARY SCHOOL DISTRICT. THIS REPORT (1) TRACES THE DEVELOPMENT OF THE TEACHER AIDE PROGRAM, (2) DESCRIBES THE CURRICULUM LEADING TO THE AA DEGREE, (3) OUTLINES THE COURSE CONTENT, (4) PRESENTS SAMPLES OF AN ATTITUDE SCALE AND OF AN EVALUATION FORM, (5) LISTS THE TYPICAL DUTIES OF TEACHER AIDES, (6) DEFINES CRITERIA AND PROCEDURES FOR EVALUATING AIDES, (7) REVIEWS SIMILAR PROGRAMS IN FOUR OTHER DISTRICTS, (8) SUMMARIZES TEACHER REACTION TO THE USE OF TEACHER AIDES, AND (9) QUOTES PERTINENT SECTIONS OF THE CALIFORNIA EDUCATION CODE. (WO)

**ED 016 453** **JC 670 591**
*LUSKIN, BERNARD JAY*
**EDUCATIONAL DATA PROCESSING--A CURRICULAR ANALYSIS WITH THE ORANGE COAST COLLEGE PROGRAM IN PERSPECTIVE.**
ORANGE COAST COLL., COSTA MESA, CALIF.
PUB DATE 11 MAY 67
EDRS PRICE MF-$0.50 HC-$4.00 98P.
DESCRIPTORS *COMPUTERS, *COURSE CONTENT, *CURRICULUM DEVELOPMENT, *DATA PROCESSING, *JUNIOR COLLEGES, CALIFORNIA, COLLEGE TEACHERS, COSTA MESA, EDUCATIONAL FACILITIES, EQUIPMENT UTILIZATION, TECHNICAL EDUCATION,
THE DATA PROCESSING TECHNICIAN SHOULD BE COMPETENT IN SYSTEMS, APPLICATIONS, AND METHODS. RECENT TRENDS HAVE EMPHASIZED COMPUTER TECHNOLOGY, WITH UNIT RECORD EQUIPMENT USED ONLY AS SUPPORT. PROGRAMS IN DATA PROCESSING TECHNOLOGY MUST INCLUDE BOTH THEORY AND APPLICATION, WITH BREADTH TO PROVIDE A BASIS FOR LATER ADVANCEMENT AND SPECIALIZATION. A PROGRAM DEVELOPED AT ORANGE COAST COLLEGE TO PROVIDE SUCH A COMBINATION HAS BEEN REVISED TO KEEP PACE WITH OCCUPATIONAL DEVELOPMENTS. A PILOT HIGH SCHOOL DATA PROCESSING PROGRAM WAS DEVELOPED BY THE COLLEGE AND THE LOCAL HIGH SCHOOL. THE MAJOR PORTION OF THE DOCUMENT IS A

DESCRIPTION OF THE PROGRAM--STAFF, FACILITIES, TEXTS, CATALOG DESCRIPTIONS, AND DETAILED COURSE OUTLINES. (WO)

**ED 016 454** JC 670 638
*SESSIONS, VIRGIL D.*
**VIDEO TAPE--THE GREATEST INNOVATION FOR JUNIOR COLLEGE SPEECH COURSES SINCE CHALK.**
ORANGE COAST COLL., COSTA MESA, CALIF.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.24 29P.**
DESCRIPTORS *JUNIOR COLLEGES, *SPEECH INSTRUCTION, *VIDEO TAPE RECORDINGS, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION,

THE USE OF VIDEOTAPE IN SPEECH CLASSES PERMITS IMMEDIATE REVIEW OF STUDENT PRESENTATION, ALLOWING THE STUDENT TO OBSERVE AND HEAR HIMSELF SIMULTANEOUSLY. REDUCTIONS IN EQUIPMENT AND SYSTEM COSTS HAVE PLACED THIS INSTRUCTIONAL MEDIUM WITHIN THE REACH OF MANY SCHOOLS AND COLLEGES. USERS OF VIDEOTAPE FIND IT MORE CONVENIENT AND LESS EXPENSIVE THAN STUDIO TELEVISION AND REPORT CONSIDERABLE STUDENT SATISFACTION WITH ITS USE. RESEARCH REPORTS INDICATE THAT SUCH EQUIPMENT IS USED SUCCESSFULLY IN TEACHING SITUATIONS OTHER THAN SPEECH. PROBLEMS ENCOUNTERED IN THE USE OF VIDEOTAPE INVOLVE (1) LACK OF STANDARDIZATION OF SPEED AND TAPE SIZE, WHICH LIMITS EXCHANGE OR RENTAL OF PROGRAMS, (2) CHOICE OF ZOOM OR TURRET LENSES, AND (3) FACULTY INVOLVEMENT, OR LACK OF IT. THROUGH VIDEOTAPE, PROGRAMS MAY BE TAPED AND SAVED FOR PRESENTATION AT CONVENIENT TIMES, STUDENTS WHO MISS CLASSES MAY VIEW TAPES, AND STUDENTS MAY KEEP RECORDS OF THEIR OWN WORK. IN GENERAL, VIDEOTAPE SHOULD BE A USEFUL TOOL FOR IMPROVING SPEECH CLASSES. (WO)

**ED 016 455** JC 670 652
**MARYLAND STANDARDS FOR COMMUNITY AND JUNIOR COLLEGES.**
MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE
PUB DATE JUN 61
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**
DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *JUNIOR COLLEGES, *STATE STANDARDS, CRITERIA, GUIDELINES, MARYLAND,

ANY MARYLAND COMMUNITY COLLEGE WHICH MEETS CRITERIA ESTABLISHED BY THE STATE DEPARTMENT OF EDUCATION MAY RECEIVE DEPARTMENTAL ACCREDITATION--(1) IT MUST PUBLISH A CLEARLY DEFINED AND EDUCATIONALLY SOUND STATEMENT OF PURPOSE, OF THE STUDENTS IT SERVES, AND OF ITS PROFESSIONAL RECOGNITION. (2) ITS FACULTY MUST BE COMPETENT, WITH ACADEMIC PREPARATION AT THE MASTER'S DEGREE LEVEL, EXCEPT FOR CERTAIN TECHNICAL AND TERMINAL FIELDS. (3) CONSISTENT WITH ITS STATED PURPOSES, IT MUST PROVIDE ADEQUATE INSTRUCTION, AT LEAST ONE WELL INTEGRATED CURRICULUM, PLANT AND FACILITIES, LIBRARY AND ALLIED SERVICES, AND LABORATORIES AND SHOPS. (4) GRADUATION REQUIREMENTS MUST INCLUDE 60-70 UNITS AND A "C" AVERAGE. (5) ADMISSION MUST BE OPEN TO GRADUATES OF ACCREDITED HIGH SCHOOLS AND MAY BE OPEN TO OTHERS. (6) STUDENT PERSONNEL SERVICES, FINANCES, ADMINISTRATION, AND LEADERSHIP MUST BE IN HARMONY WITH INSTITUTIONAL PURPOSES. (7) THE CATALOG AND ANNOUNCEMENTS MUST MEET PRESCRIBED STANDARDS OF CONTENT AND INFORMATION. THIS DOCUMENT IS VOLUME 37, NUMBER 14 OF "MARYLAND SCHOOL BULLETIN," JUNE 1961. (WO)

**ED 016 456** JC 670 653
*HOFFMAN, GEORGE W.*
**GUIDELINES FOR THE ESTABLISHMENT OF PUBLIC COMMUNITY COLLEGES IN PENNSYLVANIA.**
PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
PUB DATE APR 65
**EDRS PRICE MF-$0.50 HC-$2.60 63P.**
DESCRIPTORS *COLLEGE PLANNING, *COMMUNITY SURVEYS, *GUIDELINES, *JUNIOR COLLEGES, *STATE PROGRAMS, EDUCATIONAL FINANCE, EDUCATIONAL LEGISLATION, ENROLLMENT PROJECTIONS, FEASIBILITY STUDIES, GOVERNANCE, PENNSYLVANIA,

LOCAL SPONSORS MUST PREPARE A PLAN FOR A PROPOSED COMMUNITY COLLEGE, INCLUDING SIX MAJOR TOPICS--(1) HISTORY OF ORGANIZATION AND SPONSORSHIP, (2) DESCRIPTION OF THE PROPOSED SERVICE AREA, (3) RESULTS OF A COMMUNITY SURVEY, (4) PHILOSOPHY, OBJECTIVES, AND ORGANIZATION OF THE PROPOSED COLLEGE, (5) LEGAL AND FINANCIAL MATTERS, AND (6) SUPPORTING INFORMATION. A SERIES OF GUIDELINES FOR PLANNING AND FOR MAKING THE NECESSARY SURVEYS IS PRESENTED IN 10 PARTS--(1) THE ORGANIZATION AND PURPOSES OF COMMUNITY COLLEGES, (2) THE COMMUNITY COLLEGE'S ROLE IN PENNSYLVANIA, (3) STATEWIDE PLANNING, (4) LOCAL PLANNING AND SURVEY REQUIREMENTS, (5) ADMINISTRATION AND FACULTY, (6) CURRICULUMS, CREDIT, DEGREES, AND CERTIFICATES, (7) ADMISSION POLICIES, (8) ACCREDITATION, (9) STUDENT PERSONNEL SERVICES, AND (10) CAMPUS, FACILITIES AND FINANCIAL CONSIDERATIONS. APPENDED ARE A TOPICAL OUTLINE OF A SAMPLE COMMUNITY COLLEGE PLAN, INSTRUCTIONS FOR THE COMMUNITY SURVEY, CURRICULAR PATTERNS, THE TEXT OF PERTINENT LEGISLATION, AND A LIST OF REFERENCES. (WO)

**ED 016 457** JC 670 655
*MAYHEW, LEWIS B.*
**COMMUNITY COLLEGES IN URBAN SETTINGS.**
STANFORD UNIV., CALIF., COMMUNITY COLL. PLAN. CTR.
PUB DATE 15 JUN 64
**EDRS PRICE MF-$0.25 HC-$1.20 28P.**
DESCRIPTORS *COLLEGE PLANNING, *JUNIOR COLLEGES, *SCHOOL LOCATION, *URBAN SCHOOLS, COLLEGE BUILDINGS, URBAN EDUCATION, URBAN ENVIRONMENT,

A CONFERENCE OF ARCHITECTS, URBAN PLANNERS, COMMUNITY COLLEGE PRESIDENTS, AND EDUCATIONAL THEORISTS MET TO DISCUSS THE POSSIBILITY OF LOCATING JUNIOR COLLEGES IN CENTRAL CITIES. THE JUNIOR COLLEGE CAN MEET URBAN NEEDS FOR RETRAINING, FOR ADULT EDUCATION, FOR TRANSFER, AND FOR CREATING AN INFORMED ELECTORATE. THE COLLEGE LOCATION SHOULD ASSIST IT IN ACHIEVING ITS RESPONSIBILITIES FOR THE GREATEST NUMBER OF PEOPLE. SUBURBAN SITES ARE SUPPORTED BY A RURAL IMAGE, DESIRABILITY OF THE NEIGHBORHOODS, SPACE LIMITATIONS, AND LAND COSTS. URBAN COLLEGES MAY (1) ENCOURAGE GREATER ATTENDANCE BY DISADVANTAGED GROUPS, (2) ENCOURAGE MORE EFFECTIVE USE OF LIMITED SPACE, (3) BECOME MORE SENSITIVE TO NEEDS OF BUSINESS AND INDUSTRY, (4) INCREASE AVAILABILITY OF PART-TIME STUDENT WORK, (5) OFFER GREATER ADULT EDUCATION OPPORTUNITY, AND (6) HAVE PROXIMITY TO CULTURAL ATTRACTIONS. NEW PLANNING CONCEPTS ARE NEEDED, DEPARTING FROM TRADITION AND PROVIDING FOR GROWTH AND COMMUNITY INVOLVEMENT. BUILDING DESIGN MAY INCLUDE THE HIGH RISE PRINCIPLE AND SHARED USE OF BUILDINGS, LAND, AND OTHER FACILITIES. THE URBAN COMMUNITY COLLEGE CAN AFFECT AND BE AFFECTED BY URBAN RENEWAL PROCESSES, WITH EACH ACTIVITY CONTRIBUTING TO THE OTHER. THIS DOCUMENT IS ALSO AVAILABLE FOR $0.50 FROM THE WESTERN REGIONAL CENTER OF EDUCATIONAL FACILITIES LABORATORIES, INC., SCHOOL OF EDUCATION, STANFORD UNIVERSITY, STANFORD, CALIFORNIA. (WO)

**ED 016 458** JC 670 656
*MAYHEW, LEWIS B.*
**PLANNERS AND PLANNING, A REPORT FROM THE COMMUNITY COLLEGE PLANNING CENTER ON COMMUNITY COLLEGE FACILITIES.**
STANFORD UNIV., CALIF., COMMUNITY COLL. PLAN. CTR.
PUB DATE MAY 66
**EDRS PRICE MF-$0.50 HC-$3.00 73P.**
DESCRIPTORS *COLLEGE PLANNING, *EDUCATIONAL FACILITIES, *JUNIOR COLLEGES, BUILDING DESIGN, CAMPUSES, COLLEGE BUILDINGS, EDUCATIONAL SPECIFICATIONS, GUIDES, SCHOOL LOCATION,

GROWTH OF STUDENT POPULATIONS AND THE KNOWLEDGE EXPANSION NECESSITATE CAREFUL PLANNING IN THE COMMUNITY COLLEGE. PLANT PLANNING DEPENDS ON INSTRUCTIONAL PROGRAM PLANNING, STAFF EMPLOYMENT AND ORGANIZATION, STUDENT PLANNING, FUNDING AND COMMUNITY RELATIONSHIPS. PLANNING SHOULD INVOLVE THE ADMINISTRATIVE STAFF, LIBRARIAN, FACULTY, OTHER STAFF, RESOURCE PERSONNEL AND THE ARCHITECT. MASTER PLANNING, AN IMPORTANT FIRST STEP, INCLUDES COMMUNITY ANALYSIS, COLLEGE ANALYSIS, MASTER SCHEDULING, PREPARATION OF EDUCATIONAL SPECIFICATIONS, CONSTRUCTION SCHEDULES, SITE SELECTION, AND CAMPUS PLANNING. THE CAMPUS SHOULD REFLECT PLANNING OF INSTRUCTIONAL FACILITIES, LIBRARIES AND MUSEUMS, COCURRICULUAR ACTIVITY CENTERS, INSTITUTIONAL SERVICES, PHYSICAL EDUCATION WITH ITS RELATED ACTIVITIES, AND HOUSING. IT SHOULD BE CHARACTERIZED BY INTEGRITY AND UNITY, A RELATIONSHIP TO THE COMMUNITY, FLEXIBILITY, AND GROWTH POTENTIAL. CONSIDERATION SHOULD BE GIVEN TO THE TIME TO PURCHASE OR BUILD, EXPERIMENTAL DESIGN, PLANNING FOR QUALITY, CHOICE OF AN ARCHITECT, SITE ANALYSIS, USE OF EXISTING FACILITIES, CLASSROOM SIZE AND TYPE, UTILITIES, TEMPORARY BUILDINGS, SCIENCE LABORATORIES, RESEARCH FACILITIES, STUDY SPACES, TELEVISION,

THE BOOKSTORE, THE COLLEGE UNION, AND FOOD SERVICES. (WO)

**ED 016 459** JC 670 662
*CARLSON, DALE C.*
A DESCRIPTIVE AND CORRELATIONAL STUDY OF VARIABLES RELATED TO SUCCESS IN THE SAN BERNARDINO VALLEY COLLEGE TWO-YEAR REGISTERED NURSE PROGRAM.
PUB DATE 1 JUN 67
EDRS PRICE MF-$0.25 HC-$1.76 42P.
DESCRIPTORS *JUNIOR COLLEGES, *NURSING, ACADEMIC PERFORMANCE, ACHIEVEMENT TESTS, CALIFORNIA, CRITERIA, GRADES (SCHOLASTIC), INDIVIDUAL CHARACTERISTICS, NLN ACHIEVEMENT TESTS, PREDICTIVE MEASUREMENT, SAN BERNARDINO, SCAT, STATISTICAL ANALYSIS, STUDENT CHARACTERISTICS, TEST SCORES,
THE PRIME CRITERION OF SUCCESS OF A NURSING PROGRAM IS OCCUPATIONAL PERFORMANCE OF GRADUATES. AS AN INTERMEDIATE STEP, THE AUTHOR INVESTIGATED THE RELATIONSHIP OF CERTAIN PERSONAL CHARACTERISTICS (AGE, SEX, MARITAL STATUS, NUMBER OF CHILDREN, NUMBER OF BROTHERS AND SISTERS, FATHER'S AND MOTHER'S EDUCATION, AND SCHOOL AND COLLEGE ABILITY TEST SCORES) AND PRENURSING FACTORS (GRADES IN HIGH SCHOOL AND IN PRENURSING COURSES AND SEMESTERS OF COLLEGE PRIOR TO NURSING TRAINING) TO CRITERION VARIABLES OF SEMESTERS OF NURSING COMPLETED, GRADES IN THE NURSING PROGRAM AND SCORES ON TESTS OF THE NATIONAL LEAGUE FOR NURSING AND THE CALIFORNIA STATE BOARD OF NURSE EXAMINERS. SUBJECTS WERE 81 STUDENTS IN THREE NURSING CLASSES AT SAN BERNARDINO VALLEY COLLEGE. SOME PREDICTORS (AGE, SCAT-VERBAL, PRENURSING COURSES, HIGH SCHOOL CHEMISTRY) SHOWED LOW TO MODERATE CORRELATION WITH STATE BOARD EXAMINATIONS AND NURSING GRADES. GENERALLY, PERSONAL DATA, HIGH SCHOOL GRADES (EXCEPT SCIENCE) AND QUANTITATIVE ABILITY APPEARED UNRELATED TO SUCCESS. OLDER STUDENTS EARNED SIGNIFICANTLY HIGHER SCORES ON STATE BOARD EXAMINATIONS. ANALYSIS OF REGRESSION OF FOUR VARIABLES (SCAT-VERBAL, PRENURSING GRADES, AGE, AND HIGH SCHOOL CHEMISTRY GRADES) ON STATE BOARD SCORES ACCOUNTS FOR ONLY 35 PERCENT OF THE VARIANCE IN SUCH SCORES. THERE IS A NEED FOR FURTHER STUDY, INCLUDING OTHER PREDICTORS. (WO)

**ED 016 460** JC 670 694
WASHINGTON COMMUNITY COLLEGES COMPOSITE, UNIVERSITY OF WASHINGTON COMMUNITY COLLEGE TRANSFER PROGRAMS.
WASHINGTON UNIV., SEATTLE
PUB DATE AUG 66
EDRS PRICE MF-$0.75 HC-$6.12 151P.
DESCRIPTORS *ARTICULATION (PROGRAM), *GRADUATION REQUIREMENTS, *JUNIOR COLLEGES, *STATE UNIVERSITIES, *TRANSFER PROGRAMS, COMMUNITY COLLEGES, COURSE EVALUATION, CREDITS, INTERCOLLEGIATE PROGRAMS, INTERINSTITUTIONAL COOPERATION, TRANSFER POLICY, WASHINGTON,
THIS ARTICULATION STATEMENT IS IN THREE PARTS--(1) GENERAL INFORMATION ABOUT THE UNIVERSITY OF WASHINGTON INCLUDES ADMISSION CRITERIA AND PROCEDURES, TRANSFER POLICIES, STUDENT AID, AND ARTICULATION PROCESSES. (2) PROGRAMS AND COURSE REQUIREMENTS ARE DESCRIBED FOR EACH OF THE UNIVERSITY'S COLLEGES, SCHOOLS, INTERDEPARTMENTAL PROGRAMS, AND DEPARTMENTAL CURRICULUMS. (3) FOR EACH COMMUNITY COLLEGE IN THE STATE, THERE IS A LIST OF COURSES FOR WHICH PARALLEL EVALUATIONS HAVE BEEN COMPLETED AND FOR WHICH DIRECT TRANSFER CREDIT WILL BE GRANTED. EACH COURSE IS LISTED WITH ITS UNIVERSITY PARALLEL. (WO)

**ED 016 461** JC 670 744
*RIENDEAU, ALBERT J. HOERNER, JAMES L.*
VOCATIONAL AND TECHNICAL ADVISORY COMMITTEES GUIDANCE FOR OUR FUTURE.
WEST VALLEY JUNIOR COLL., CAMPBELL, CALIF.
EDRS PRICE MF-$0.25 HC-$1.56 37P.
DESCRIPTORS *ADVISORY COMMITTEES, *JUNIOR COLLEGES, *SCHOOL COMMUNITY COOPERATION, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CALIFORNIA, CAMPBELL, OCCUPATIONAL GUIDANCE,
LOCAL ADVISORY COMMITTEES (1) ASSIST THE COLLEGE IN ORGANIZING ITS VOCATIONAL-TECHNICAL EDUCATION PROGRAM, (2) ADVISE ON MATERIAL PROCUREMENT, (3) ACQUAINT THE COLLEGE WITH CURRENT INDUSTRIAL PRACTICES AND DEVELOPMENTS, AND (4) HELP TO COORDINATE PROGRAMS TO MEET COMMUNITY NEEDS. SPECIFIC FUNCTIONS MAY BE IN THE AREAS OF (1) STUDENT SELECTION CRITERIA, (2) INSTRUCTOR GUIDANCE, (3) MORAL SUPPORT, (4) PUBLIC RELATIONS, AND (5) TEACHER RECRUITMENT. COMMITTEE MEMBERS SHOULD BE CHARACTERIZED BY EXPERIENCE, ADEQUATE TIME, AND CHARACTER. SINCE THE NATURE OF PROBLEMS MAY VARY AMONG COLLEGES, THE OPERATION OF ADVISORY COMMITTEES MAY ALSO BE EXPECTED TO VARY. THE COLLEGE REPRESENTATIVE, WHO FUNCTIONS AS AN EX OFFICIO MEMBER, IS USUALLY THE DEAN OF VOCATIONAL-TECHNICAL EDUCATION. HIS DUTIES OFTEN INVOLVE COMMITTEE COMMUNICATIONS, REPORTS, ARRANGEMENTS FOR FACILITIES, AND CLERICAL ASSISTANCE. MEMBERS ARE APPOINTED FOR DEFINITE PERIODS, USUALLY WITH STAGGERED TERMS AND REPLACEMENT. ADVISORY COMMITTEES PROVIDE A VITAL INTERCHANGE OF INFORMATION BETWEEN THE COLLEGE AND ITS COMMUNITY. (HH)

**ED 016 462** JC 670 807
*WIEGMAN, ROBERT R.*
EXCELLENCE IN TERMINAL EDUCATION, PROCEEDINGS OF THE ANNUAL JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (3RD, DAYTONA BEACH, JULY 29-AUGUST 2, 1963).
FLORIDA ST. UNIV., TALLAHASSEE
FLORIDA UNIV., GAINESVILLE
PUB DATE 63
EDRS PRICE MF-$0.50 HC-$4.24 104P.
DESCRIPTORS *COLLEGE ROLE, *JUNIOR COLLEGES, *TERMINAL EDUCATION, ADMINISTRATIVE ORGANIZATION, CONFERENCE REPORTS, FEDERAL PROGRAMS, GENERAL EDUCATION, HIGH ACHIEVERS, LOW ACHIEVERS, NURSING, REHABILITATION, STATE PROGRAMS, TECHNICAL EDUCATION, VOCATIONAL EDUCATION,
THIS DOCUMENT IS A COMPILATION OF FOUR ADDRESSES AND FOUR PANEL PRESENTATIONS CONCERNING JUNIOR COLLEGE TERMINAL EDUCATION. CONSIDERATION WAS GIVEN TO THE NATURE AND PURPOSES OF TERMINAL EDUCATION, THE ROLES OF GENERAL AND SPECIALIZED EDUCATION, AND DESCRIPTIONS OF PROGRAMS RELATED TO TERMINAL EDUCATION AT THE NATIONAL, STATE, AND LOCAL LEVELS. EXAMPLES OF SPECIFIC INSTITUTIONAL PROGRAMS WERE DISCUSSED--(1) A TECHNICAL INSTITUTE PROGRAM, (2) NURSING EDUCATION, (3) GUIDED STUDIES AT VARIOUS LEVELS OF STUDENT ABILITY AND ACHIEVEMENT, AND (4) REHABILITATION PROGRAMS. (WO)

**ED 016 463** JC 670 810
THE DIMENSIONS OF THE DEAN'S TASKS, PROCEEDINGS OF THE CONFERENCE FOR NEWLY APPOINTED JUNIOR COLLEGE DEANS (1ST, APPALACHIAN STATE COLLEGE, BOONE, NORTH CAROLINA, AUGUST 6-10, 1962).
FLORIDA UNIV., GAINESVILLE
FLORIDA ST. UNIV., TALLAHASSEE
EDRS PRICE MF-$0.25 HC-$1.48 35P.
DESCRIPTORS *COLLEGE ADMINISTRATION, *COLLEGE DEANS, *FACULTY EVALUATION, *JUNIOR COLLEGES, *LEADERSHIP, ADMINISTRATOR RESPONSIBILITY, ADMINISTRATOR ROLE, TEACHER ADMINISTRATOR RELATIONSHIP,
THIS 1962 CONFERENCE COVERED FIVE OF A DEAN'S MANY FUNCTIONS--(1) IN COOPERATION WITH THE FACULTY, HE MUST DETERMINE APPROPRIATE COURSES, ESTABLISH THEM, DEVELOP AND EVALUATE THEM, AND CHANGE THEM WHEN NECESSARY. (2) IN HIS DECISION-MAKING, HE MUST BALANCE CONFORMITY AND ANARCHY AND NOTE THE MODERN EMPHASIS ON MAN'S RESPONSIBILITY FOR HIS OWN SOCIAL EVOLUTION. IN THIS ROLE, THE BEST ADMINISTRATOR RELEASES AND USES MOST FULLY THE POTENTIAL OF HIS STAFF. (3) THE DEAN MUST DEMONSTRATE HIS LEADERSHIP BEHAVIOR, AS OPPOSED TO HIS INNATE CAPACITY, TO THE PRESIDENT, THE DEPARTMENT HEADS, AND THE STUDENT LEADERS. HE MUST RUN A PRODUCTIVE AND EFFICIENT ORGANIZATION, WITHOUT NEGLECTING CONSIDERATION OF OTHERS. (4) IN ENCOURAGING FACULTY MEMBERS TO THEIR BEST PERFORMANCE, HE CAN (A) BUDGET FOR ALL POSSIBLE SALARY AND FRINGE BENEFITS, (B) REMOVE WORK THAT CAN BE DONE BY NON-CERTIFICATED STAFF, (C) PROVIDE ADEQUATE TIME FOR CLASS PREPARATION OR PRIVATE STUDY, AND (D) SHOW APPRECIATION, IN MANY WAYS, OF THEIR TRUE VALUE AS TEACHERS. (5) THE DEAN MUST USE HIS INFLUENCE IN DEVELOPING THE STUDENTS' SENSE OF RESPONSIBILITY BY DEFINING AND ENCOURAGING SELF-RELIANCE AND GIVING RECOGNITION TO THOSE WHO SHOW IT. STUDENT ACTIVITIES, COUNSELING SERVICES, AND THE INSTRUCTIONAL PROGRAM ALL CONTRIBUTE TO THIS DEVELOPMENT. (HH)

**ED 016 464** JC 670 935
*MATHIES, LORRAINE*
JUNIOR COLLEGE EDUCATORS INDICATE INFORMATION THEY NEED.
AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$0.24 4P.
DESCRIPTORS *CLEARINGHOUSES, *INFORMATION DISSEMINATION, *INFORMA-

TION NEEDS, *JUNIOR COLLEGES, DATA COLLECTION, ERIC, INFORMATION UTILIZATION, QUESTIONNAIRES, RESOURCE CENTERS,

IN APRIL 1967, A QUESTIONNAIRE WAS SENT TO 3700 PERSONS TO DETERMINE THE SERVICES DESIRED BY POTENTIAL USERS OF THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION. OF MORE THAN 1,000 JUNIOR COLLEGE EDUCATORS WHO RESPONDED, NEARLY THREE-FOURTHS IDENTIFIED A PRIMARY NEED FOR INFORMATION ON CURRICULUM AND INSTRUCTION. EARLY DISSEMINATION OF RESEARCH FINDINGS WAS REQUESTED, THOUGH THERE APPEARS TO BE LITTLE TRUE RESEARCH EFFORT. REPORTS OF PRACTICES IN OTHER INSTITUTIONS AND COLLEAGUES' OPINIONS WERE CONSIDERED IMPORTANT, AS WERE PROMPT REPLIES TO INFORMATION REQUESTS AND CURRENT INFORMATION. SUBGROUPS OF THE RESPONDENTS VARIED IN THE EMPHASIS ON VARIOUS TYPES OF INFORMATION WITH ADMINISTRATORS BEING MORE CONCERNED THAN LIBRARIANS ABOUT INSTRUCTIONAL TECHNOLOGY. LIBRARIANS TEND TO USE THEIR OWN COLLECTIONS FOR INFORMATION, WHILE ADMINISTRATORS RELY MORE UPON STATE AND NATIONAL ORGANIZATIONS. PROFESSORS OF HIGHER EDUCATION, COUNSELORS, AND RESEARCHERS ARE INTERESTED IN RESEARCH PROCESSES, WHILE TEACHERS WISHED HIGHLIGHTS OF RESEARCH REPORTS AND GENERAL INFORMATION. THIS ARTICLE IS PUBLISHED IN THE "JUNIOR COLLEGE JOURNAL," VOLUME 38, NUMBER 3, NOVEMBER 1967. THE DISSERTATION ON WHICH THIS ARTICLE IS BASED IS ERIC DOCUMENT ED 013 097. (WO)

**ED 016 465** **JC 670 942**

*ARNOLD, WALTER M.*

SAN DIEGO FACILITY SETS NEW PATTERN FOR APPRENTICE TRAINING.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE JAN 66

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS *COLLEGE BUILDINGS, *JUNIOR COLLEGES, *TECHNICAL EDUCATION, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL RETRAINING, APPRENTICESHIPS, CALIFORNIA, EDUCATIONAL FACILITIES, RETRAINING, SAN DIEGO, SKILLED OCCUPATIONS, VOCATIONAL EDUCATION,

THE APPRENTICE TRADES BUILDING AT SAN DIEGO MESA COLLEGE WAS ERECTED WITH COOPERATIVE FINANCING BY THE FEDERAL GOVERNMENT (UNDER THE VOCATIONAL EDUCATION ACT OF 1963), THE COMMUNITY SCHOOL SYSTEM, LABOR UNIONS, AND INDUSTRY. THE STRUCTURE AND SITE COST OF $339,000 WAS PROVIDED FROM FEDERAL AND SCHOOL DISTRICT FUNDS, WHILE THE EQUIPMENT, WORTH $105,000, WAS CONTRIBUTED BY LABOR AND INDUSTRY. IN ITS TWELVE SHOPS, IT REPRESENTS 17 TRADES FOR APPRENTICE TRAINING OR JOURNEYMAN RETRAINING AND, SINCE THE OPENING OF THE FACILITY IN SEPTEMBER 1966, IT HAS SERVED AN AVERAGE OF MORE THAN 700 STUDENTS PER WEEK. THE PLANNERS EXPECT THAT THE PROJECT WILL BEGIN A NEW TREND IN APRENTICESHIP EDUCATION. THIS ARTICLE IS PUBLISHED IN "AMERICAN VOCATIONAL JOURNAL," VOLUME 41, NUMBER 1, JANUARY 1966. (HH)

**ED 016 466** **JC 670 944**

*BRICE, CARL R.*

VOCATIONAL PROGRAMMING FOR THE RETARDED.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE MAY 66

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS *JUNIOR COLLEGES, *MENTALLY HANDICAPPED, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL EDUCATION, MENTAL RETARDATION, RETARDED CHILDREN, TRAINABLE MENTALLY HANDICAPPED,

A SUCCESSFUL PROGRAM OF VOCATIONAL TRAINING FOR THE MENTALLY RETARDED IS BEING CARRIED ON AT THE MADISON (WISCONSIN) VOCATIONAL, TECHNICAL, AND ADULT SCHOOLS. THE TRAINEES MUST BE 17 YEARS OR OLDER, WITH AN IQ OF APPROXIMATELY 50-75. THE SCHOOL OF QUANTITY FOOD PREPARATION CONTRIBUTES GREATLY TO THIS PROGRAM, FOR WHILE IT MAINLY TEACHES CHEFS AND BAKERS, IT CAN ALSO PROVIDE TRAINING IN DISH RACKING, BUS BOY SERVICE, DISHWASHING MACHINE OPERATION, EQUIPMENT CARE AND CLEANING, AND STOCKROOM DUTIES. BY PRACTICING IN THE SCHOOL CAFETERIA, THE STUDENTS LEARN IN A REAL BUT PROTECTED WORK ENVIRONMENT THAT HELPS THEM IN BOTH THEIR SOCIAL AND VOCATIONAL ADJUSTMENT. THIS TRAINING CAN BE APPLIED NOT ONLY IN THE FOOD AND RESTAURANT INDUSTRY, BUT ALSO IN HOSPITALS, LAUNDRIES, CANNERIES, AND THE LIKE. THE COURSE FURTHER INCLUDES INSTRUCTION IN SUCH PERSONAL NEEDS AS THE USE OF THE TELEPHONE AND PUBLIC TRANSPORTATION, ATTENDING TO SOCIAL SECURITY AND INSURANCE REGULATIONS, USING LEISURE TIME AND RECREATIONAL FACILITIES, ETC. SEVERAL BUSINESSES IN THE COMMUNITY PROVIDE TRAINEESHIPS. BOTH THE JOB PLACEMENT RATE AND JOB STABILITY HAVE BEEN HIGH. THIS ARTICLE IS PUBLISHED IN "AMERICAN VOCATIONAL JOURNAL," VOLUME 41, NUMBER 5, MAY 1966. (HH)

**ED 016 467** **JC 670 947**

*JACOBS, LOWELL E.*

DE CHECKERS DELIVER. EMPLOYMENT OPPORTUNITIES BREAK FOR DE-TRAINED CHECKERS AND SALES PERSONNEL IN SPOKANE AREA.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE SEP 66

EDRS PRICE MF-$0.25 HC-$0.20 3P.

DESCRIPTORS *DISTRIBUTIVE EDUCATION, *JUNIOR COLLEGES, *SALES OCCUPATIONS, *VOCATIONAL EDUCATION, SALES WORKERS, SEMISKILLED OCCUPATIONS, TRADE AND INDUSTRIAL EDUCATION,

THE SPOKANE COMMUNITY COLLEGE PROVIDES TRAINING IN ITS DISTRIBUTIVE EDUCATION DEPARTMENT FOR RETAIL CHECKERS AND SALES PERSONNEL. THE GROCERY TRAINING IS AS LIFELIKE AS POSSIBLE IN BOTH PHYSICAL LAYOUT AND RANGE OF OPERATIONS. THE COURSE WAS DEVELOPED WITH THE HELP OF AN ADVISORY COMMITTEE INCLUDING MANAGEMENT, LABOR, AND LOCAL DISTRIBUTORS. IT WAS FOUND THAT THE COURSE AT FIRST CONCENTRATED TOO HEAVILY ON GROCERY WORK, LIMITING THE EXPECTATIONS OF BOTH THE STUDENTS AND THE PROSPECTIVE EMPLOYERS. MORE TIME WAS THEN GIVEN TO BASIC MATHEMATICS, COMMUNICATIONS, SELF-ANALYSIS, AND JOB PROCUREMENT, AND CLASSES GREW TO INCLUDE SPEAKERS, TOURS, AND FILMS. UPON GRADUATION, CERTIFICATES OF COMPLETION AND WALLET-SIZE IDENTITY CARDS ARE NOW GIVEN TO THE STUDENTS AND HAVE BEEN FOUND TO PROVIDE QUICK ACCESS TO PERSONNEL MANAGERS. ALTHOUGH THE REGISTRANTS ARE NOT SCREENED, THEY MUST BE HIGH SCHOOL GRADUATES OR AT LEAST 18 YEARS OF AGE AND ARE EXPECTED TO CONFORM TO NORMAL BUSINESS STANDARDS IN DRESS AND ATTITUDE. THIS ARTICLE IS PUBLISHED IN "AMERICAN VOCATIONAL JOURNAL," VOLUME 41, NUMBER 6, SEPTEMBER 1966. (HH)

**ED 016 468** **JC 670 948**

*BOUDREAU, HOWARD E.* *PURCELL, CHARLES A.*

SANITARY ENGINEERING TECHNOLOGY TRAINING, REPORT ON A PROGRAM DEVELOPED AT THE FAYETTEVILLE TECHNICAL INSTITUTE IN NORTH CAROLINA TO MEET A NATIONAL NEED.

AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.

PUB DATE SEP 64

EDRS PRICE MF-$0.25 HC-$0.20 3P.

DESCRIPTORS *ENGINEERING TECHNICIANS, *JUNIOR COLLEGES, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, PUBLIC HEALTH, SANITATION, SCIENCE CAREERS, TECHNICAL OCCUPATIONS,

THE FAYETTEVILLE TECHNICAL INSTITUTE IN NORTH CAROLINA ESTABLISHED ITS PROGRAM IN SANITARY ENGINEERING TECHNOLOGY IN 1964, WITH ITS FIRST GRADUATING CLASS PLANNED FOR SPRING 1966. IN COOPERATION WITH THE CURRICULUM LABORATORY AND THE STATE DEPARTMENT OF COMMUNITY COLLEGES, AN ADVISORY COMMITTEE WAS FORMED, MADE UP OF SPECIALISTS IN MANY AREAS OF SANITATION AND WATER POLLUTION. THE COMMITTEE HELPED TO DETERMINE (1) THE NEED FOR SUCH GRADUATES, (2) THE BEST COURSES FOR THE CURRICULUM, AND (3) THE NECESSARY FACILITIES. THE STUDENT LEARNS STANDARD LABORATORY AND TESTING PROCEDURES FOR WASTE, FOOD, AND WATER HANDLING IN MANY AREAS OF SANITARY ENGINEERING AND PUBLIC HEALTH. HE ALSO RECEIVES RELATED COURSES IN MATHEMATICS, SCIENCE, DRAFTING, AND SURVEYING AND SPECIALIZED COURSES IN WATER AND WASTE TREATMENT, SANITATION CONTROL SYSTEMS, AND PLANT MAINTENANCE. GRADUATES ARE AWARDED AN ASSOCIATE DEGREE OF APPLIED SCIENCE IN SANITARY ENGINEERING TECHNOLOGY. THE EMPLOYMENT OPPORTUNITIES INCLUDE PUBLIC HEALTH OR SANITATION ENGINEERING AIDES, TREATMENT PLANT AND WATER PLANT OPERATORS, STEAM SANITATION TECHNICIAN, INDUSTRIAL WASTE TECHNICIAN, TECHNICAL EQUIPMENT AND CHEMICAL SALES OR SERVICE PERSONNEL, AND ENGINEERING TECHNICIANS IN GOVERNMENT AGENCIES. THIS ARTICLE IS PUBLISHED IN "AMERICAN VOCATIONAL JOURNAL," VOLUME 39, NUMBER 6, SEPTEMBER 1964. (HH)

**ED 016 469** **JC 670 950**

*BLOCKER, CLYDE E.*

COOPERATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES.

PUB DATE APR 66

EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *TRANSFER STUDENTS, COLLEGE ROLE, COLLEGES, HIGHER EDUCATION, TEACHER EDUCATION, TRANSFER PROGRAMS, UNIVERSITIES,

GROWING ATTENTION TO ARTICULATION AMONG JUNIOR AND SENIOR COLLEGES HAS RESULTED FROM THE INCREASED NUMBER OF COLLEGES, RECOGNITION OF PROBLEMS OF TRANSFER STUDENTS, AND ENROLLMENT PRESSURES AT ALL LEVELS OF HIGHER EDUCATION. EFFECTIVE ARTICULATION REQUIRES WIDESPREAD KNOWLEDGE ABOUT TRANSFER STUDENTS, BASED UPON RESEARCH DATA. ALTHOUGH "TRANSFER SHOCK" OCCURS, JUNIOR COLLEGE STUDENTS ARE GENERALLY SUCCESSFUL AFTER TRANSFER TO SENIOR INSTITUTIONS. DEFINITION OF ROLES AND CHARACTERISTICS OF INSTITUTIONS WILL HELP STUDENTS TO CHOOSE APPROPRIATELY. ALTHOUGH THE 2-YEAR AND 4-YEAR COLLEGES AND THE UNIVERSITIES HAVE CERTAIN OVERLAPPING FUNCTIONS, ROLES CAN BE CLEARLY DELINEATED. CHANGES IN COURSE CONTENT NECESSITATE CAREFUL ARTICULATION IN INSURE CONTINUITY OF PROGRAM. INSTRUCTIONAL PERSONNEL QUALIFIED FOR JUNIOR COLLEGE TEACHING MUST BE PREPARED IN SENIOR INSTITUTIONS, WHICH MUST CAREFULLY EXAMINE THEIR PROGRAMS IN TERMS OF PERSONNEL SUPPLY AND DEMAND IN JUNIOR COLLEGES. THIS ARTICLE IS PUBLISHED IN "SCHOOL AND SOCIETY," VOLUME 94, NUMBER 2277, APRIL 16, 1966. (WO)

**ED 016 470** **JC 670 966**

*DODGE, LARRY D.*

A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY.

EASTERN WYOMING COLL., TORRINGTON

PUB DATE AUG 67

EDRS PRICE MF-$0.50 HC-$3.16 77P.

DESCRIPTORS *COMMUNITY SURVEYS, *EMPLOYER ATTITUDES, *JUNIOR COLLEGES, *OCCUPATIONAL SURVEYS, *VOCATIONAL EDUCATION, ADULT VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, GOSHEN COUNTY, JOB MARKET, WYOMING,

THIS STUDY WAS FUNDED BY THE WYOMING STATE DEPARTMENT OF EDUCATION TO DETERMINE THE VOCATIONAL EDUCATIONAL NEEDS OF GOSHEN COUNTY AND TO RECOMMEND APPROPRIATE ACTION ON THE FINDINGS. SEPARATE QUESTIONNAIRES WERE SENT TO HIGH SCHOOL STUDENTS, EMPLOYERS IN BUSINESS AND INDUSTRY, AND SELECTED COUNTY ADULTS. THE NEWS MEDIA GAVE THE PROJECT WIDE PUBLICITY. OF 421 RESPONDING STUDENTS, 170 SHOWED INTEREST IN A TERMINAL VOCATIONAL PROGRAM. AS ONLY THE SECRETARIAL COURSE AT EASTERN WYOMING COLLEGE WAS PRESENTLY ADEQUATE, RESULTS INDICATED NEED FOR PROGRAMS FOR AUTO MECHANICS, MEDICAL AND LABORATORY TECHNICIANS, AND NURSE'S AIDES. REPRESENTATIVES OF 114 BUSINESSES, WITH A TOTAL OF 880 EMPLOYEES, GAVE THE OCCUPATIONAL CATEGORY OF THEIR CURRENT EMPLOYEES, THEIR PREFERENCES IN EDUCATIONAL BACKGROUND, AND THEIR PREDICTION OF HIRING NEEDS THROUGH 1970. OF THE 700 QUESTIONNAIRES MAILED TO ADULTS, ONLY 256 WERE RETURNED (93 RURAL AND 163 URBAN). THE AUTHOR CONCLUDED THAT THE COLLEGE WAS MEETING MOST OF THE COURSE NEEDS SHOWN BY THIS SURVEY AND, RATHER THAN ADD NEW PROGRAMS, IT SHOULD BETTER PUBLICIZE WHAT IT NOW HAS TO OFFER. HE RECOMMENDED THAT THE THREE QUESTIONNAIRES USED IN THIS PROJECT BE IMPROVED AND THAT THE COLLEGE RECRUIT MORE ACTIVELY IN NEIGHBORING COUNTIES IF IT IS TO HAVE ENOUGH STUDENTS TO SUPPORT ADDITIONAL COURSES. (HH)

**ED 016 471** **JC 670 973**

*GREGORY, MERRY ANNE*

AN ANALYSIS OF THE COLLEGE PREPARATION DEVELOPMENTAL PROGRAM FOR LOW-ACHIEVING HIGH SCHOOL GRADUATES AT GRAND RAPIDS JUNIOR COLLEGE.

MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *DEVELOPMENTAL PROGRAMS, *JUNIOR COLLEGES, *LOW ACHIEVERS, DOCTORAL THESES, GRADE POINT AVERAGE, GRAND RAPIDS, MICHIGAN, PROGRAM EFFECTIVENESS, PROGRAM EVALUATION,

AT GRAND RAPIDS JUNIOR COLLEGE, A DEVELOPMENT PROGRAM WAS ESTABLISHED FOR ENTERING STUDENTS WITH HIGH SCHOOL GRADE AVERAGES OF 1.5 OR LESS IN ACADEMIC SUBJECTS. TO EVALUATE THE EFFECTIVENESS OF THIS PROGRAM, THE AUTHOR COMPARED THE ACADEMIC PERFORMANCE OF THREE GROUPS--(1) A CONTROL GROUP OF LOW ACHIEVERS WHO ENROLLED IN THE COLLEGE BEFORE THE START OF THE DEVELOPMENTAL PROGRAM, (2) DEVELOPMENTAL GROUP 1, ADMITTED IN FALL 1960 IMMEDIATELY FOLLOWING HIGH SCHOOL GRADUATION, AND (3) DEVELOPMENTAL GROUP 2, ADMITTED IN SPRING 1961, ONE SEMESTER AFTER HIGH SCHOOL GRADUATION. THROUGH FOUR SEMESTERS OF COLLEGE WORK (IN ADDITION TO THE DEVELOPMENTAL PROGRAM), (1) RETENTION RATES IN THE EXPERIMENTAL GROUPS WERE LOWER THAN IN THE CONTROL GROUP, (2) GRADES OF THE EXPERIMENTAL GROUP STUDENTS WHO STAYED IN COLLEGE EXCEEDED THOSE OF THE CONTROL GROUP, AND (3) STUDENTS IN DEVELOPMENTAL GROUP 2 TENDED TO REMAIN IN COLLEGE LONGER AND EARN BETTER GRADES THAN DID THOSE IN GROUP 1. INTERVIEWS AT THE END OF THE DEVELOPMENTAL PROGRAM INDICATED A RELATIONSHIP BETWEEN COLLEGE SUCCESS AND NONINTELLECTIVE FACTORS SUCH AS ATTITUDES, FAMILY BACKGROUND, DEGREE OF SELF-SUPPORT, AND EDUCATIONAL GOALS. IT WAS CONCLUDED THAT THE PROGRAM ACCOMPLISHED ITS CHIEF PURPOSE, HELPING LOW ACHIEVERS RAISE THEIR GRADES. THIS DISSERTATION IS AVAILABLE AS DOCUMENT NO. 66-14,126 FOR $3.00 (MICROFILM) OR $6.80 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN, 48107. (WO)

**ED 016 472** **JC 670 975**

*HANDY, RUSSELL FRANKLIN*

AN ANALYSIS OF ACADEMIC IMPROVEMENT IN THE BASIC STUDIES PROGRAM OF MIAMI-DADE JUNIOR COLLEGE.

MIAMI UNIV., CORAL GABLES, FLA.

PUB DATE JAN 65

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *BASIC SKILLS, *IMPROVEMENT PROGRAMS, *JUNIOR COLLEGES, *LOW ABILITY STUDENTS, DOCTORAL THESES, DROPOUT PREVENTION, EXPERIMENTAL PROGRAMS, FLORIDA, LOW ACHIEVERS, MIAMI, REMEDIAL PROGRAMS,

TO REDUCE THE 35 PERCENT ATTRITION RATE OF FIRST YEAR STUDENTS (1960-61) THE COLLEGE DEVELOPED A BASIC STUDIES PROGRAM TO SALVAGE THOSE WITH LOW ADMISSION SCORES OR SUBSEQUENT ACADEMIC DIFFICULTIES. THIS STUDY EXAMINED THE EFFECTIVENESS OF THE PROGRAM BY COMPARING THREE GROUPS--(1) THOSE WHO TOOK THE BASIC STUDIES REMEDIAL COURSES BEFORE ENROLLING IN COLLEGE, (2) THOSE WHO WERE ADMITTED TO COLLEGE COURSES DIRECTLY, AND (3) THOSE WHO WERE TO TAKE THE BASIC STUDIES PROGRAM BUT INSTEAD, FOR VARIOUS REASONS, WENT DIRECTLY INTO REGULAR COLLEGE WORK. IN THE BASIC STUDIES CURRICULUM WERE REMEDIAL READING, WRITING, AND MATHEMATICS, AND A BASIC EDUCATIONAL PLANNING COURSE DESIGNED TO CORRECT A POOR CHOICE OF COLLEGE PROGRAM BY HELPING THE STUDENT TO SET MORE REALISTIC GOALS THROUGH SELF-EVALUATION. AT THE END OF THE FIRST SEMESTER OF COLLEGE-LEVEL COURSES, THE GRADE POINT AVERAGES OF THE THREE GROUPS WERE COMPARED. ALTHOUGH THE EXPERIMENTAL GROUPS RECEIVED A SIGNIFICANTLY HIGHER GPA IN BASIC COURSES COMPARED WITH THE COMBINED CONTROL GROUPS, THE PROGRAM OF BASIC STUDIES APPEARED NO MORE EFFECTIVE THAN ONE INVOLVING A REDUCED COURSE LOAD. THE AUTHOR SUGGESTED THAT THIS STUDY BE REPLICATED OVER A 4-SEMESTER PERIOD. THIS DISSERTATION IS AVAILABLE AS DOCUMENT NO. 65-8012 FOR $3.00 (MICROFILM) OR $8.40 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

**ED 016 473** **JC 670 981**

THE MORE-THAN-TWO-YEAR JUNIOR COLLEGE PROGRAM IN CALIFORNIA.

CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.

PUB DATE OCT 67

EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS *ENGINEERING TECHNICIANS, *JUNIOR COLLEGES, *PROGRAM LENGTH, *SUBPROFESSIONALS, *TECHNICAL EDUCATION, CURRICULUM DEVELOPMENT, CURRICULUM PLANNING, ENGINEERING EDUCATION, VOCATIONAL EDUCATION,

TECHNICIAN COURSES ARE GENERALLY REGARDED AS 72-76 SEMESTER-UNIT PROGRAMS, POSSIBLY REQUIRING MORE THAN THE CUSTOMARY TWO YEARS, DEPENDING ON HOW MANY HUMANITIES OR BUSINESS COURSES ARE INCLUDED TO BALANCE EDUCATION WITH TRAINING AND ON HOW MUCH REMEDIAL WORK IS NEEDED. ALTHOUGH NO CLEAR TRENDS ARE YET APPARENT TOWARD EXTENDING THE TYPICAL 2-YEAR COLLEGE PROGRAM, CERTAIN FACTORS ARE CONTRIBUTING TO A GRADUAL EXTENSION OF THE ENGINEERING TECHNICIAN PROGRAMS, EVEN, IN A FEW CASES, TO FOUR YEARS. THIS TENDENCY IS ENCOURAGED BY THE EFFORTS OF ACCREDITING AGENCIES, PROFESSIONAL GROUPS, AND STATE AND FEDERAL LICENSING AGENCIES TO UP-GRADE PARTICULAR OCCUPATIONS. THE PROCESS IS COMPLICATED, HOWEVER, BY THE FAILURE OF INDUSTRY TO PROVIDE AN EXACT JOB DESCRIPTION FOR A TECHNICIAN OR A PRECISE STATEMENT OF EITHER ENTRY-LEVEL OR SUBSEQUENT UP-GRADING REQUIREMENTS. WITH THE GROWING DIVERSITY OF ENGINEERING SPECIALTIES, INDUSTRY CAN USE MORE GRADATIONS IN TRAINING. THE EDUCATOR, THEREFORE, BEING AWARE OF THE DIFFERENCES IN THE VARIOUS LEVELS OF TRAINING, CAN

GUIDE THE STUDENT INTO A CURRICULUM APPROPRIATE TO THE JOB NEEDS AND TO HIS OWN APTITUDES. (HH)

**ED 016 474** JC 670 983
*BARLOW, JOHN A.*
**THE IMPORTANCE OF OVERT RESPONSE IN PROGRAMED INSTRUCTION AS A FUNCTION OF SCHOLASTIC APTITUDE TEST SCORES.**
**EDRS PRICE MF-$0.25 HC-$0.24 4P.**
DESCRIPTORS *JUNIOR COLLEGES, *PERFORMANCE TESTS, *PROGRAMED INSTRUCTION, *TESTING, EDUCATIONAL TESTING, EVALUATION, TEACHING METHODS,
AT THE INDIANA UNIVERSITY REGIONAL CAMPUS AT FORT WAYNE, 171 FRESHMAN STUDIED A UNIT ON "STIMULUS AND RESPONSE" IN A MODIFIED FORM OF THE PROGRAMING STYLE CALLED "CONVERSATIONAL CHAINING," IN WHICH THE ONLY RESPONSE CONFIRMATION IS PROVIDED WITHIN THE NEXT FRAME IN THE PROGRAM. THERE WAS NO SPECIFIC EMPHASIS SUCH AS CAPITALIZATION, BUT ALWAYS AN INDIRECT RESPONSE CONFIRMATION. OF THESE SUBJECTS, 102 COMPLETED THE LESSONS IN PROGRAMED FORM, AND 69 IN NARRATIVE FORM. THE 102 STUDENTS AVERAGED 31.1 CORRECT ANSWERS, THE 69 AVERAGED 27.2. BY MATCHING ACCORDING TO SAT SCORES, 30 PAIRS OF STUDENTS WERE FOUND DIFFERING IN MEAN SAT BY LESS THAN ONE POINT. FOR THOSE WHO STUDIED THE PROGRAMED FORM, THE CORRELATION BETWEEN SAT AND TEST SCORE WAS .24, AND IT WAS .82 FOR THE OTHERS. THE ADVANTAGE OF THE PROGRAMED FORM WAS ESPECIALLY NOTABLE FOR THOSE WITH SAT VERBAL SCORES UNDER 500. EVEN THESE CLEARCUT RESULTS, HOWEVER, DO NOT CONFIRM THAT "LEARNING IS SUPERIOR FOR STUDENTS WITH LESS ABILITY OR POORER BACKGROUND WHEN CONSTRUCTED RESPONSES ARE REQUIRED" OR THAT "CONVERSATIONAL PROGRAMING IS SUPERIOR TO OTHER FORMS..." THE AUTHOR REMAINS CONCERNED WITH VALIDATED INSTRUCTION, RATHER THAN WITH FORMAT. IT IS INDICATED THAT, FOR SOME PROGRAM (BUT NOT FOR ALL), CONSTRUCTED RESPONSES ADD TO THEIR EFFECTIVENESS. PROGRAMED INSTRUCTION SHOULD MEAN VALIDATED INSTRUCTION, REGARDLESS OF THE FORMAT. (HH)

**ED 016 475** JC 670 985
*BRUNING, JAMES L. CORWIN, BETTY JANE*
**THE MACRO-PROGRAMMED CURRICULUM FINAL REPORT.**
OHIO UNIV., ATHENS
**EDRS PRICE MF-$0.50 HC-$3.56 87P.**
DESCRIPTORS *ACCELERATED PROGRAMS, *ENGINEERING EDUCATION, *EXPERIMENTAL PROGRAMS, *JUNIOR COLLEGES, *TEACHER EDUCATION, COURSE ORGANIZATION, CURRICULUM DEVELOPMENT, INSTRUCTIONAL INNOVATION,
THIS PROGRAM WAS DESIGNED TO ALLOW ABLE STUDENTS TO ACCELERATE THEIR PACE AND PERMIT OTHERS TO PROCEED AT THEIR OWN RATE. EACH SEMESTER WAS DIVIDED INTO THREE FIVE-WEEK SESSIONS, EACH SESSION PRESENTING A FULL SEMESTER'S COURSE. TO ACCOMPLISH THIS, THE INSTRUCTOR GAVE ONLY EVERY THIRD LECTURE OF THE FULL SEMESTER'S 45-CLASS SCHEDULE. IF THE STUDENT SUCCEEDED ON THIS PROGRAM OF ONE THIRD OF THE LECTURES PLUS OUTSIDE PREPARATION AND STUDY, HE WAS ALLOWED TO PROCEED TO A NEW AREA OF STUDY. IF HE DID NOT SUCCEED, HE TOOK THE NEXT FIVE-WEEK SESSION WITH ANOTHER THIRD OF THE LECTURES, AND, IF NECESSARY, THE THIRD SESSION. THE PROGRAM WAS TESTED ON EDUCATION STUDENTS IN METHODS OF TEACHING THREE ELEMENTARY SUBJECTS, AND ON CIVIL ENGINEERING STUDENTS IN THREE COURSES. OF THE 228 STUDENTS INVOLVED, 55.7 PERCENT OF THOSE IN EDUCATION AND 35.6 IN ENGINEERING COMPLETED THE COURSE IN LESS THAN 15 WEEKS. AFTER EXAMINING THEIR ATTITUDES AND ACHIEVEMENT, THE RESEARCHERS FOUND THAT (1) FOR ALL STUDENTS, THE PROGRAM OFFERED THE POSSIBILITY OF ACCELERATION AND INCREASED FLEXIBILITY, BUT SUFFERED FROM PRESSURE OF TIME, (2) FOR THE EDUCATION STUDENTS, IT ALSO OFFERED AN INTRODUCTORY OVERVIEW, BUT SHOWED INCONSISTENT PROCEDURES AMONG THE INSTRUCTORS, AND (3) FOR THE ENGINEERS, IT GAVE A CHANCE FOR MORE STUDENT INITIATIVE, BUT LACKED CONSISTENT GRADING PRACTICES. FOUR RECOMMENDATIONS FOR THE IMPROVEMENT AND USE OF THE MACRO-PROGRAM ARE GIVEN. (HH)

**ED 016 476** JC 670 986
*REESE, HAROLD D.*
**FOLLOW-UP STUDY OF GRADUATES OF ELEVEN PUBLIC COMMUNITY COLLEGES IN MARYLAND (CLASSES OF 1959 THROUGH 1963).**
PUB DATE 1 JUL 67
**EDRS PRICE MF-$0.25 HC-$1.20 28P.**
DESCRIPTORS *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *TRANSFER STUDENTS, *VOCATIONAL EDUCATION, ARTICULATION (PROGRAM), HIGHER EDUCATION, MARYLAND, STATE PROGRAMS,
THE DATA IN THIS STUDY WERE COLLECTED FROM ELEVEN COMMUNITY COLLEGES, FROM THE 4-YEAR INSTITUTIONS TO WHICH THEIR GRADUATES TRANSFERRED, AND FROM THE 1744 GRADUATES THEMSELVES, 1296 OF WHOM HAD BEEN ENROLLED IN TRANSFER AND 448 IN OCCUPATIONAL CURRICULA. OF THE OCCUPATIONAL STUDENTS, 19 PERCENT LATER CHANGED GOALS AND CONTINUED AT A 4-YEAR INSTITUTION. TABLES SHOW, AMONG OTHER THINGS, PRESENT AND PROPOSED OCCUPATIONAL CURRICULA, THE NUMBER OF GRADUATES IN OCCUPATIONAL COURSES, HOW MANY STUDENTS CHANGED CURRICULUM AFTER TRANSFER, HOW MANY TRANSFERS RECEIVED THEIR BACHELOR'S DEGREE, THE LENGTH OF TIME THEY TOOK TO DO SO, THE CHANGES IN THEIR GRADE POINT AVERAGES, AND CREDIT HOURS LOST UNDER CERTAIN CONDITIONS. IT IS POINTED OUT THAT JUNIOR COLLEGE GUIDANCE AND COUNSELING STAFFS MUST BEAR IN MIND THE CHARACTERISTICS OF THE HIGH SCHOOLS SUPPLYING THE COLLEGE'S STUDENTS AS WELL AS THE UNIVERSITIES AND 4-YEAR COLLEGES ACCEPTING THEM, IN ORDER TO MINIMIZE THE PENALTIES IN TIME AND MONEY CAUSED BY LOSS OF CREDIT AFTER TRANSFER. A FURTHER FOLLOW-UP STUDY IS CONTEMPLATED ON THE 365 GRADUATES OF THE OCCUPATIONAL PROGRAMS AND THE NATURE OF THEIR EMPLOYMENT AFTER COMPLETING THE 2-YEAR DEGREE COURSE. (HH)

**ED 016 477** JC 670 990
*PAETZ, CARL G.*
**A COMPARISON OF PERCEIVED EDUCATIONAL VALUES OF COMMUNITY COLLEGE STUDENTS, THEIR PARENTS, AND FACULTIES IN FIVE OREGON COMMUNITY COLLEGES.**
OREGON UNIV., EUGENE
PUB DATE JUN 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *JUNIOR COLLEGES, *PARENT ATTITUDES, *STUDENT ATTITUDES, *TEACHER ATTITUDES, COLLEGE FACULTY, DOCTORAL THESES, EDUCATIONAL OBJECTIVES, OREGON, PERSONAL VALUES, QUESTIONNAIRES, VALUES,
A QUESTIONNAIRE WAS USED TO DETERMINE THE EXTENT OF AGREEMENT ON PERCEPTIONS OF EDUCATIONAL VALUES HELD BY STUDENTS, THEIR PARENTS, AND FACULTY. ITS TWO PARTS WERE (1) DEMOGRAPHIC DATA AND (2) 23 EDUCATIONAL VALUES UNDER THREE HEADINGS–THE VALUE OF (A) JUNIOR COLLEGE, (B) A COLLEGE EDUCATION, AND (C) A PARTICULAR COLLEGE. THE REPLIES WERE ANALYZED BY SEX, HIGH-SCHOOL GRADES, CAREER ASPIRATIONS, PARENTAL OCCUPATION, PARENTS' EDUCATION, AND FACULTY TEACHING FIELDS. TABLES SHOW THE NUMBER OF RESPONDENTS, THEIR REPLIES, AND THE FINDINGS. THE CONCLUSIONS ARE THAT (1) STUDENTS ARE REALISTIC IN THEIR VALUE RANKINGS, (2) MORE FEMALES THAN MALES FEEL IT IMPORTANT TO LIVE AT HOME, (3) STUDENTS' RANKINGS WERE CLOSER TO THEIR PARENTS' THAN TO THE FACULTY'S, AND (4) STUDENTS ARE NOT REALISTIC IN THEIR CAREER CHOICE. IT WAS ALSO FOUND THAT (1) STUDENTS AND FACULTY AGREE ON THE IMPORTANCE OF PERSONAL INSTRUCTION, (2) STUDENTS ERR IN PERCEIVING THEIR PARENTS' VALUES, AND (3) IN SPITE OF DIFFERENCES ON SPECIFIC ITEMS, ALL THREE GROUPS AGREED SIGNIFICANTLY ON THE OVERALL RANKING OF VALUES. FURTHER RESEARCH IS NEEDED TO SHOW STUDENT PERCPETIONS OF FACULTY VALUES, VALUES OF STUDENTS IN 4-YEAR SCHOOLS AND IN URBAN JUNIOR COLLEGES, AND THE COLLEGES' DEGREE OF SUCCESS IN MEETING THESE VALUES. THIS DISSERTATION IS AVAILABLE AS DOCUMENT NO. 66-12,978, FOR $3.00 (MICROFILM) OR $7.80 (XEROGRAPHIC COPY) FROM UNIVERSITY MICROFILMS, INC., 313 NORTH FIRST STREET, ANN ARBOR, MICHIGAN 48107. (HH)

**ED 016 478** JC 670 991
*GOLD, BEN K.*
**SOME CHARACTERISTICS OF LOS ANGELES CITY COLLEGE TRANSFERS WHO EARNED ACADEMIC HONORS AT U.C.L.A.**
LOS ANGELES CITY COLL., CALIF.
REPORT NUMBER LACC-RS-67-12
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.40 8P.**
DESCRIPTORS *HIGH ACHIEVERS, *HONOR SOCIETIES, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, ACADEMIC ACHIEVEMENT, CALIFORNIA, LOS ANGELES, STATE UNIVERSITIES, TRANSFER STUDENTS,
PERFORMANCE OF 31 LOS ANGELES CITY COLLEGE STUDENTS WHO ACHIEVED ACADEMIC HONORS AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES GIVES FURTHER EVIDENCE THAT JUNIOR COLLEGES CAN PROVIDE GOOD PRE-

PARATION FOR UPPER-DIVISION UNIVERSITY WORK. ALTHOUGH THREE QUARTERS OF THESE STUDENTS WERE NOT ELIGIBLE FOR THE UNIVERSITY ON COMPLETION OF HIGH SCHOOL, THEIR ATTENDANCE AT THE CITY COLLEGE HAD ENABLED THEM TO CORRECT THEIR DEFICIENCIES. THERE WERE NO STRIKING SIMILARITIES IN THE CHARACTERISTICS OF THE STUDENTS, E.G., 20 WERE MALE, FIVE WERE OF FOREIGN BACKGROUND, THEIR AGES RANGED FROM 20 TO 54 (MEDIAN AGE, 24, HALF WERE FROM LOS ANGELES CITY HIGH SCHOOLS, THEY REPRESENTED 16 DIFFERENT MAJORS (SIX IN ENGINEERING, FIVE IN ART), THEY HAD A 3.29 GRADE POINT AVERAGE, THEY AVERAGED 65 UNITS AT LACC, AND 12 RECEIVED THE AA DEGREE. OF THE 18 FOR WHOM SCHOOL AND COLLEGE ABILITY TEST SCORES WERE AVAILABLE, NINE SCORED BELOW THE MEDIAN FOR COLLEGE FRESHMEN IN EITHER VERBAL OR QUANTITATIVE ABILITIES. ONLY TWO STUDENTS SCORED IN THE TOP DECILE IN BOTH ABILITIES, WHILE FIVE HAD COMBINED VERBAL AND QUANTITATIVE SCORES IN THE TOP DECILE. OF TWO STUDENTS WHO FELL BELOW A C AVERAGE IN THEIR FIRST SEMESTER AT THE UNIVERISITY, ONE WAS DISMISSED. HE WAS SUBSEQUENTLY REINSTATED AND REACHED THE DEAN'S HONOR LIST THREE YEARS LATER. (HH)

**ED 016 479** JC 670 992
*ALDEN, JOHN*
**PROSPECTS OF ENGINEERING GRADUATES 1967.**
ENGINEERING MANPOWER COMMISSION, NEW YORK, N.Y.
PUB DATE OCT 67
EDRS PRICE MF-$0.25 HC-$1.56 37P.
DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *ENGINEERING TECHNICIANS, *ENGINEERS, *GRADUATE SURVEYS, *JUNIOR COLLEGES, OCCUPATIONAL SURVEYS, SALARIES, TECHNICAL OCCUPATIONS,

TO KEEP UP-TO-DATE ON TRENDS IN JOBS FOR ENGINEERING AND TECHNOLOGY GRADUATES, THE COMMISSION HAS TAKEN SURVEYS OF JUNE GRADUATING CLASSES SINCE 1957, EXCEPT FOR 1962-63. THIS 1967 SURVEY OF 229 ENGINEERING SCHOOLS AND 85 OTHER TECHNICAL SCHOOLS PROVIDES DATA ON KINDS OF INSTITUTIONS, CURRICULUMS, POSTGRADUATE ACTIVITY, STARTING SALARIES, ENROLLMENT TRENDS, AND KINDS OF DEGREES. THE DEMAND FOR NEW GRADUATES REMAINED HIGH, WITH 98 PERCENT IMMEDIATELY COMMITTED TO JOBS, GRADUATE STUDY, OR OTHER ACTIVITY, AND THE OTHERS CONSIDERING JOB OFFERS. THE NUMBER GOING DIRECTLY INTO GRADUATE STUDY APPEARED TO HAVE STABILIZED AT ABOUT 25 PERCENT AFTER SEVERAL YEARS OF RAPID INCREASE. MILITARY SERVICE TOOK 9 PERCENT OF THE CIVILIAN GRADUATES AS WELL AS THE 517 ENGINEERING GRADUATES OF ARMED FORCES SCHOOLS. THE NON-ACCREDITED INSTITUTIONS (WITH ONLY 7 PERCENT OF ALL ENGINEERING GRADUATES) HAD ONLY 12-13 PERCENT ENTERING GRADUATE STUDY, THE REMAINDER GOING DIRECTLY INTO JOBS. TECHNOLOGY GRADUATE ACTIVITIES ARE REPORTED SEPARATELY BY 2-YEAR ASSOCIATE AND 4-YEAR BACHELOR OF CHEMICAL AND $724 IN AERONAUTICAL ENGINEERING TO A LOW OF $614 IN NON-TECHNICAL JOBS. OTHER DATA ARE SUMMARIZED AND COMPARED. COPIES OF THE QUESTIONNAIRES ARE INCLUDED. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.50 FROM ENGINEERING MANPOWER COMMISSION OF ENGINEERS JOINT COUNCIL, 345 EAST 47TH STREET, NEW YORK, N.Y. 10017. (HH)

**ED 016 480** JC 670 996
*STEPHENSON, DON*
**THE EFFECTIVENESS OF THE CONTRA COSTA COLLEGE DENTAL ASSISTING PROGRAM IN PREPARING ITS GRADUATES FOR EMPLOYMENT.**
CONTRA COSTA COLL., SAN PABLO, CALIF.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.88 20P.
DESCRIPTORS *DENTAL ASSISTANTS, *FOLLOWUP STUDIES, *JUNIOR COLLEGES, *PARAMEDICAL OCCUPATIONS, *VOCATIONAL EDUCATION, CALIFORNIA, SAN PABLO, SUBPROFESSIONALS, TECHNICAL EDUCATION, VOCATIONAL FOLLOWUP,

TO HELP EVALUATE THE DENTAL ASSISTING PROGRAM, QUESTIONNAIRES WERE SENT TO 37 OF THE PROGRAM'S GRADUATES (1963-66) AND TO THE 93 DENTISTS IN THE SERVICE AREA. THIRTY-TWO GRADUATES AND 58 DENTISTS REPLIED. THE DENTAL ASSISTANTS PERCEIVED THE ORDER OF IMPORTANCE OF THEIR DUTIES AS CHAIRSIDE ASSISTANCE, X-RAY SKILLS, RECEPTIONIST DUTIES, BOOKKEEPING AND BILLING, LABOKATORY WORK, DENTAL HEALTH EDUCATION, AND EMERGENCY TREATMENT, EVEN THOUGH THIS ORDER DID NOT CORRESPOND COMPLETELY WITH THE ORDER OF EMPHASIS IN THE CLASSROOM. THE DENTISTS RANKED THE DUTIES AS CHAIRSIDE ASSISTANCE, RECEPTIONIST DUTIES, BOOKKEEPING AND BILLING, FILLING OUT INSURANCE FORMS, X-RAY TECHNIQUES, OFFICE OCRRESPONDENCE AND FILING, LABORATORY WORK, DENTAL HEALTH EDUCATION, AND EMERGENCY TREATMENT. SOME INDICATED FURTHER THAT THEY PREFERRED A MORE MATURE OR STABLE PERSON THAN THE YOUNG GRADUATE COULD POSSIBLY BE. ALTHOUGH A RE-ORDERING OF CLASSROOM EMPHASIS ON CERTAIN SUBJECTS APPEARS NECESSARY, BOTH GRADUATES AND DENTISTS SEEM GENERALLY PLEASED WITH THE PROGRAM. SALARY SCALES, EMPLOYMENT POSSIBILITIES, AND INCIDENTAL DATA UNCOVERED BY THE SURVEY ARE ALSO DISCUSSED. (HH)

**ED 016 481** JC 670 997
*BERG, MOTHER M. MAJELLA*
**THE CATHOLIC JUNIOR COLLEGE--PROBLEMS AND PROSPECTS IN THE CHANGING EDUCATIONAL SCENE.**
PUB DATE AUG 65
EDRS PRICE MF-$0.25 HC-$0.32 6P.
DESCRIPTORS *CATHOLIC SCHOOLS, *CHURCH RELATED COLLEGES, *JUNIOR COLLEGES, COLLEGE ROLE,

IN 1965, OF THE 68 CATHOLIC 2-YEAR COLLEGES, 48 WERE DEVOTED SOLELY TO PREPARATION FOR PRIESTHOOD OR THE RELIGIOUS LIFE, 17 WERE PRIVATE LIBERAL ARTS COLLEGES, AND ONLY THREE WERE COMMUNITY COLLEGES. LIMITED CATHOLIC PARTICIPATION IN THE JUNIOR COLLEGE MOVEMENT IS DUE TO (1) LACK OF GOOD COUNSELING IN HIGH SCHOOLS, (2) STUDENTS' LOW APPRAISAL OF THEIR OWN ABILITIES, (4) SIMILAR LACK OF SELF-ESTEEM AMONG THE FACULTY, RESULTING IN POOR RECRUITMENT AND RETENTION, AND (5) A PREFERENCE FOR THE COLLEGE TO BECOME A WEAK 4-YEAR INSTITUTION INSTEAD OF A STRONG 2-YEAR ONE. THESE CONDITIONS COULD BE ALLEVIATED BY (1) A MORE REALISTIC SYSTEM OF GRADING STUDENT ACCOMPLISHMENTS, (2) EDUCATION OF THE CONSTITUENCY TO THE NEED FOR RELATING THE COLLEGE'S GOALS TO THE MAINSTREAM OF THE JUNIOR COLLEGE MOVEMENT, AND (3) AN ANALYSIS OF THE COLLEGE'S PARTICULAR STUDENT AND FACULTY RESOURCES. THESE CORRECTIONS WOULD RESULT IN AN IMPROVED IMAGE OF THE CATHOLIC COLLEGE, RECOGNITION OF ITS CONTRIBUTIONS, ACCEPTANCE OF ITS GRADUATES BY 4-YEAR COLLEGES, AND, CONSEQUENTLY, MORE STUDENTS. THE SMALL LIBERAL ARTS JUNIOR COLLEGE MUST MAINTAIN ITS PARTICULAR DISTINCTION BY (1) EMPHASIS ON SUPERIOR TEACHING, (2) A STRONG GUIDANCE PROGRAM, (3) ENCOURAGING LEADERSHIP QUALITIES IN THE STUDENTS, (4) PERFORMING A VALUABLE SCREENING SERVICE FOR THE 4-YEAR INSTITUTION. THIS ARTICLE IS PUBLISHED IN THE "NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION BULLETIN," VOLUME 62, NUMBER 1, AUGUST 1965. (HH)

**ED 016 482** JC 670 998
*MAFFETT, JAMES E.*
**INSTRUCTIONAL PERFORMANCE OBJECTIVES FOR A COURSE IN GENERAL BIOLOGY.**
MANATEE JUNIOR COLL., BRADENTON, FLA.
EDRS PRICE MF-$0.25 HC-$1.52 36P.
DESCRIPTORS *BEHAVIORAL OBJECTIVES, *BIOLOGICAL SCIENCES, *BIOLOGY INSTRUCTION, *COURSE OBJECTIVES, *EDUCATIONAL OBJECTIVES, *JUNIOR COLLEGES, BIOLOGY, BRADENTON, COURSE CONTENT, FLORIDA,

THE INSTRUCTIONAL OBJECTIVES OF A FRESHMAN COURSE IN GENERAL BIOLOGY ARE ORGANIZED FOR THE STUDENT'S EASE OF REFERENCE. THE COURSE IS OUTLINED, BY DEGREE OF COMPLEXITY, AS FOLLOWS--(1) ORIENTATION AND INTRODUCTION, (2) ORIGIN AND ORGANIZATION OF LIFE, (3) CYTOLOGY, (4) METABOLISM AND BIOCHEMISTRY, (5) PLANT LIFE (VASCULAR AND NON-VASCULAR), (6) INVERTEBRATES (PROTOZOAN AND METAZOAN), (7) VERTEBRATES AND CHORDATES, (8) PHYSIOLOGY, (9) REPRODUCTION, EMBRYOLOGY, GENETICS, (10) ECOLOGY, DIVERSITY, AND ADAPTATION. THE STUDENT WILL ALSO BE EXPECTED TO KNOW STANDARD EXPERIMENTS. AT ALL TIMES THROUGHOUT THE YEAR, THE STUDENT, BY KNOWING WHAT IS EXPECTED OF HIM AT EACH STEP, CAN BE AWARE OF HIS PROGRESS AS COMPARED WITH THE INSTRUCTOR'S PURPOSE. ALL OBJECTIVES ARE STATED IN BEHAVIORAL TERMS. (HH)

**ED 016 483** JC 671 001
*CLARK, JOHN R. TILTON, THEODORE*
**COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.**
ORANGE COAST COLL., COSTA MESA, CALIF.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
PUB DATE OCT 67
EDRS PRICE MF-$1.00 HC-$8.84 219P.
DESCRIPTORS *COMPUTERS, *DATA PROCESSING, *JUNIOR COLLEGES, *TECHNICAL OCCUPATIONS, *VOCATIONAL EDUCATION, COBOL, CURRICULUM PLANN-

ING, FORTRAN, PL/1, SUBPROFESSIONALS,

TWO INSTRUCTORS ATTENDED CLASSES AT THE IBM EDUCATION CENTER TO FIND OUT HOW THE COURSES IN THIRD-GENERATION COMPUTER HARDWARE AND OPERATING SYSTEMS SHOULD BE TAUGHT AT THE JUNIOR COLLEGE LEVEL. THEY LEARNED THE TEACHING TECHNIQUES AND WERE ABLE TO SELECT THE ESSENTIAL ELEMENTS FOR THE CURRICULUM. THE SUGGESTED 4-SEMESTER PROGRAM CONTAINS AN INTRODUCTION TO DATA PROCESSING, A STUDY OF THE REPORT PROGRAM GENERATOR, PROCEDURAL LANGUAGES (COBOL AND PL/1), AND ASSEMBLY LANGUAGE CODING, WITH LIMITED ELECTIVES (FORTRAN IV AND UNIT RECORD EQUIPMENT), AND A POST-CERTIFICATE COURSE IN ADVANCED SYSTEM OPERATIONS. THE PROGRAM WILL PROVIDE THE STUDENT WITH A GENERAL BACKGROUND (EVOLUTION, TERMINOLOGY, AND TECHNIQUES OF DATA PROCESSING) AND ORIENT HIM TO THE MANY FACETS OF THE FIELD. EVEN AT THE END OF THE FIRST YEAR, THE STUDENTS WILL BE EMPLOYABLE, WHILE THOSE WHO COMPLETE THE COURSE WILL HAVE THE CONCEPTS OF GREATEST VALUE TO A PROSPECTIVE EMPLOYER. THE IMPACT OF THIRD-GENERATION COMPUTERS ON EXISTING DATA PROCESSING CURRICULA, PREPARATION FOR THE INEVITABLE FOURTH GENERATION, THE TRAINING OF INSTRUCTORS, AND OTHER PERTINENT TOPICS ARE COVERED. APPENDIXES INCLUDE COURSE OUTLINES AND PROGRAMING EXAMPLES. (HH)

**ED 016 484 JC 671 002**

*BROWN, C. HAROLD*

**POST HIGH SCHOOL PLANS AND FACTORS ASSOCIATED WITH COLLEGE SELECTION FOR DELAWARE HIGH SCHOOL SENIORS, 1966.**

DELEWARE UNIV., NEWARK, DIV. OF URBAN AFFAIRS

PUB DATE OCT 66

EDRS PRICE MF-$0.75 HC-$6.24 154P.

DESCRIPTORS *COLLEGE BOUND STUDENTS, *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, DELAWARE, HIGHER EDUCATION, QUESTIONNAIRES, SECONDARY SCHOOL STUDENTS, SOCIOECONOMIC INFLUENCES,

THIS IS A STUDY OF WHO GOES TO COLLEGE, WHY HE CHOOSES A PARTICULAR COLLEGE, HIS INTEREST IN A LOCAL 2-YEAR COLLEGE, AND THE COURSE IT SHOULD PROVIDE. OF SIX VARIABLES RELATED TO POST-HIGH SCHOOL PLANS (SEX, ACADEMIC ABILITY, SOCIOECONOMIC STATUS, COLOR, RESIDENCE, AND KIND OF HIGH SCHOOL), THE FIRST THREE WERE MOST INFLUENTIAL. A QUESTIONNAIRE, SENT TO 49 PERCENT (3,476) OF THE STATE'S SENIOR HIGH STUDENTS, SHOWED THAT (1) ABOUT HALF PLANNED ON COLLEGE AND A FIFTH EXPECTED TO WORK, (2) WHITE MALES WITH HIGH GRADES AND HIGH STATUS FAMILIES WERE MOST LIKELY TO PLAN ON COLLEGE, (3) CAREER BETTERMENT WAS THE PREFERRED REASON FOR POST-HIGH SCHOOL TRAINING, (4) ABOUT HALF THE STUDENTS PLANNED TO ATTEND A COLLEGE WITHIN THE STATE, (5) PARTICULAR COURSES AND HIGH ACADEMIC RATING MOST INFLUENCED THE CHOICE OF A COLLEGE, (6) HIGH ACADEMIC STANDING WAS A COLLEGE'S MOST IMPORTANT ATTRIBUTE, (7) DELAWARE UNIVERSITY ENJOYED A HIGH REPUTATION, THE STATE COLLEGE AND THE ONLY JUNIOR COLLEGE SLIGHTLY LESS, (8) FEWER THAN TWO-FIFTHS WERE INTERESTED IN A LOCAL TWO-YEAR COLLEGE, AND (9) OF THESE, THREE-FIFTHS EXPECTED VOCATIONAL TRAINING. AMONG THE INCIDENTAL FINDINGS, IT WAS OBSERVED THAT SELECTION OF A COLLEGE DEPENDS ON MANY FACTORS, SOME HAVING LITTLE TO DO WITH EDUCATION ITSELF--EITHER ITS EXCELLENCE OR ITS UTILITY. (HH)

**ED 016 485 JC 671 003**

*TILLERY, DALE AND OTHERS*

**THE COMMUNITY COLLEGE AND THE CHURCHES.**

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$3.00 73P.

DESCRIPTORS *CHURCH ROLE, *JUNIOR COLLEGES, *SOCIAL VALUES, CHURCH RELATED COLLEGES, CHURCH RESPONSBILITY, INTERINSTITUTIONAL COOPERATION, MORAL VALUES, VALUES,

JOHN H. PORTERFIELD ADDRESSED THE CONFERENCE ON RELATIONSHIPS BETWEEN THE COMMUNITY COLLEGE AND THE CHURCHES BY POINTING OUT THE PLACE OF EDUCATION IN SHAPING TODAY'S MORAL VALUES AND THE PARALLEL GOALS OF CHURCH AND SCHOOL IN DEVELOPING THE STUDENT AS A WHOLE PERSON FOR HIS ROLE IN A SOCIETY IN CONSTANT NEED OF RENEWAL. WILLIAM H. LOVELL COMMENTED ON THE SHARED CONCERN OF CHRUCH AND COLLEGE IN SUCH SOCIAL FUNCTIONS AS THE EDUCATION OF THE CULTURALLY DEPRIVED AND ADDED THAT THE CHURCHES COULD ALSO RAISE THE STANDARD OF INTELLECTUAL INQUIRY AND SCHOLARSHIP IN THEIR OWN SCHOOLS. DALE TILLERY'S STUDY DOCUMENT COVERED MANY ISSUES FACING THE CALIFORNIA JUNIOR COLLEGE--ITS LINKS WITH BOTH THE SECONDARY AND HIGHER EDUCATION SYSTEMS, THE DEBATE BETWEEN ADVOCATES OF VOCATIONAL AND ACADEMIC PROGRAMS, THE QUESTIONS OF WHO IS TO BE EDUCATED, WHAT AND HOW THEY SHOULD BE TAUGHT, WHO IS TO PAY FOR THE COLLEGE, HOW THE COST IS TO BE SHARED, AND WHO IS TO GOVERN, THE ROLE OF PROFESSIONAL ASSOCIATIONS, AND THE RELATIONSHIP WITH STATE AND LOCAL GOVERNMENTS. HE FELT THAT THE COLLEGE AS AN INSTITUTION SHOULD BE JUDGED BY WHAT IT IS ABLE TO DO WITH THE STUDENTS IT ACCEPTS RATHER THAN BY ITS ABILITY TO ATTRACT TALENTED ONES. THESE PAPERS WERE PRESENTED AT A CONFERENCE ON RELATIONSHIPS (PACIFIC GROVE, CALIFORNIA, FEBRUARY 17-18, 1966). (HH)

**ED 016 486 JC 671 004**

*BERRY, STAN AND OTHERS*

**TRANSFER PROGRAMS FOR WASHINGTON COMMUNITY COLLEGES.**

WASHINGTON STATE UNIV., PULLMAN

PUB DATE SEP 66

EDRS PRICE MF-$0.75 HC-$6.36 157P.

DESCRIPTORS *ARTICULATION (PROGRAM), *JUNIOR COLLEGES, *STATE UNIVERSITIES, *TRANSFER PROGRAMS, GRADUATION REQUIREMENTS, TRANSFER STUDENTS, WASHINGTON,

THIS DOCUMENT IS IN THREE PARTS--(1) GENERAL INFORMATION ABOUT THE STATE UNIVERSITY INCLUDES ADMISSION POLICY, APPLICATION PROCEDURES, TRANSFER OF CREDITS, HOUSING VISITATION PROGRAM, AND FINANCIAL ASSISTANCE PROGRAMS. (2) THE GENERAL UNIVERSITY GRADUATION REQUIREMENTS ARE DESCRIBED, AND, FOR EACH WASHINGTON COMMUNITY COLLEGE, ACCEPTABLE COURSES ARE LISTED UNDER THE HEADINGS OF HUMANITIES, BIOLOGICAL SCIENCES, SOCIAL SCIENCES, PHYSICAL SCIENCES, AND SCIENCES. (3) EACH OF 41 PROGRAMS IS DESCRIBED IN TERMS OF LOWER DIVISION COURSE REQUIREMENTS AND THEIR EQUIVALENTS AT EACH OF THE 18 COMMUNITY COLLEGES. (WO)

**ED 016 487 JC 671 005**

*WITHERSPOON, FREDDA D.*

**GROUP GUIDANCE IN JUNIOR COLLEGE--A FRAME OF REFERENCE.**

SAINT LOUIS JR.COLL.DIST.,FOREST PARK COMM. COLL.

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$4.84 119P.

DESCRIPTORS *COUNSELING GOALS, *GROUP COUNSELING, *GROUP GUIDANCE, *JUNIOR COLLEGES, *VOCATIONAL COUNSELING, COUNSELOR EVALUATION, EVALUATION METHODS, LOW ABILITY STUDENTS, LOW ACHIEVERS, STUDENT PROBLEMS,

THIS GROUP GUIDANCE PROGRAM IS DESIGNED TO PROVIDE (1) A CHANCE FOR SELF-ASSESSMENT OF PERSONAL STRENGTHS AND WEAKNESSES, (2) IMPROVEMENT OF ATTITUDES IN HUMAN RELATIONS, (3) IMPROVEMENT OF STUDY HABITS AND TECHNIQUES, AND (4) REALISTIC ASSESSMENT OF VOCATIONAL ABILITIES. GROUP GUIDANCE IS INTENDED TO SUPPLEMENT, NOT SUPPLANT, INDIVIDUAL COUNSELING. THIS MONOGRAPH SUGGESTS CERTAIN ORGANIZED GROUP EXPERIENCES, PARTICULARLY FOR USE WITH UNDER-OR NONACHIEVERS, WHENEVER ENOUGH STUDENTS HAVE A COMMON PROBLEM TO BE SOLVED. THE COUNSELOR MUST UNDERSTNAD THE DYNAMICS OF GROUP BEHAVIOR, MUST BE A SKILLFUL DISCUSSION LEADER, MUST BE ALERT TO BOTH THE INDIVIDUAL'S AND THE GROUP'S REACTIONS, AND MAY CHOOSE TO BE DIRECTIVE OR NON-DIRECTIVE. SOME TECHNIQUES FOR CONDUCTING THE SESSIONS ARE (1) DISCUSSION, (2) SOCIOMETRIC (ROLE-PLAYING), (3) CASE CONFERENCE, AND (4) SELF-APPRAISAL. EACH TECHNIQUE IS EXPLAINED, WITH EXAMPLES OF ITS USE. WAYS OF EVALUATING THE SUCCESS OF THE GUIDANCE SESSIONS ARE (1) CONTINUOUS APPRAISAL (IN BOTH GROUP AND INDIVIDUAL SITUATIONS), (2) TERMINAL REIVEW (AT THE END OF A SEMESTER OR YEAR), AND (3) A CONTROLLED STUDY (OF THOSE WITH AND WITHOUT GROUP GUIDANCE OR UNDER VARIOUS PROCEDURES). ALL METHODS OF EVALUATION MAKE USE OF A SIMPLE QUESTIONNAIRE TO ANALYZE THE REACTIONS OF THE GROUP MEMBERS TO THE VARIOUS ACTIVITIES. (HH)

**ED 016 488 JC 680 077**

*GORDON, SHIRLEY B. WHITFIELD, RAYMOND P.*

**A FORMULA FOR TEACHER PREPARATION.**

AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON,D.C.

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *COLLEGE TEACHERS, *JUNIOR COLLEGES, *PRESERVICE EDUCATION, *TEACHER EDUCATION, *TEACHERS COLLEGES, CHENEY, COLLEGE FACULTY, GRADUATE STUDY, PROFESSIONAL EDUCATION, TEACHER QUALIFICATIONS, WASHINGTON,

GUIDELINES FOR TRAINING INSTRUCTORS ESPECIALLY FOR JUNIOR COLLEGES WERE PROPOSED AT EASTERN WASHINGTON STATE COLLEGE. INSTEAD OF FAVORING THE USUAL RECRUITMENT FROM HIGH SCHOOLS OR UNIVERSITY GRADUATE PROGRAMS, EWSC DECIDED ON A METHOD OF INTERINSTITUTIONAL

PLANNING. COMMUNITY COLLEGE TEACHERS WERE INVITED TO JOIN THE EWSC SUMMER FACULTY (1) TO TEACH ENOUGH TO COVER THE SUMMER'S EXPENSES, (2) TO TAKE PART IN A 2-WEEK WORKSHOP DEVISING A CURRICULUM FOR THEIR FUTURE TEACHING COLLEAGUES, AND (3) TO DO ADVANCED STUDY. TWENTY-NINE PRESENT AND PROSPECTIVE INSTRUCTORS ACCEPTED. THE MOST IMPORTANT GUIDELINE DEVELOPED WAS THE NEED FOR ON-CAMPUS INTERNSHIPS TO ENSURE THAT THE TEACHER AND THE UNIQUE NEEDS OF THE COLLEGE ARE COMPATIBLE. VOCATIONAL AND TECHNICAL INSTRUCTORS EMPHASIZED XPERIENCE IN BOTH TEACHING AND OCCUPATIONAL SPECIALITY. WITHOUT EXCEPTION, THE WORKSHOP PARTICIPANTS PUT SUBJECT MATTER COMPETENCE FIRST AND GENERALLY AGREED THAT AN M.A. DEGREE WAS NECESSARY, ALONG WITH EDUCATIONAL BREADTH. THE NEED FOR COMPETENCE IN THE USE OF VARIED INSTRUCTIONAL TECHNIQUES AND MEDIA, FOR DEALING WITH DIVERSE STUDENT ABILITIES, AND FOR EFFECTIVE COMMUNICATION WAS RECOGNIZED. THIS ASSOCIATION OF JUNIOR AND SENIOR COLLEGE STAFFS IS EXPECTED TO EASE DIFFICULTIES IN COURSE EQUIVALENTS AND TRANSFERS AND TO ILLUMINATE THE COMMON AND DIFFERENT ROLES OF THE TWO INSTITUTIONS. THIS ARTICLE IS PUBLISHED IN THE "JUNIOR COLLEGE JOURNAL," VOLUME 37, NUMBER 8, MAY 1967. (HH)

**ED 016 489** **JC 680 080**

*GLEAZER, EDMUND J., JR.*

PREPARATION OF JUNIOR COLLEGE TEACHERS.

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE TEACHERS, *GRADUATE STUDY, *JUNIOR COLLEGES, *TEACHER EDUCATION, COLLEGE FACULTY, PRESERVICE EDUCATION, PROFESSIONAL EDUCATION, TEACHER QUALIFICATIONS,

SUCCESS IN JUNIOR COLLEGE TEACHING REQUIRES UNDERSTANDING AND ACCEPTANCE OF THE DIVERSE PURPOSES OF THE INSTITUTIONS. OFTEN THE TEACHER'S PREPARATION HAS HAD AN UNREALISTIC ORIENTATION IN THAT IT HAS FOLLOWED THE HIGHLY SELECTIVE VALUES OF UNIVERSITIES AND LIBERAL ARTS COLLEGES, DISREGARDING THE DISTINCTIVE NEEDS OF THE JUNIOR COLLEGE. SUCH TRAINING HAS CAUSED SO MANY TO PREFER TO TEACH ONLY THE TRANSFER STUDENT THAT THE COLLEGE HAS BEEN OBLIGED TO PROVIDE EXTENSIVE IN-SERVICE TRAINING OF FACULTY FOR THE VOCATIONAL OR TERMINAL STUDENT. PROGRAMS IN JUNIOR COLLEGE TEACHING HAVE BEEN INTRODUCED AT SEVERAL UNIVERSITIES TO REMEDY THIS SITUATION, BUT THEIR SUCCESS HAS NOT YET BEEN EVALUATED. IN THE MEANTIME, A SURVEY HAS REVEALED THAT THE BASIC ACCEPTABLE DEGREE IS THE M.A., INCLUDING ABOUT 30 UNITS OF SUBJECT CONTENT. BETTER STILL WOULD BE A B.A., FOLLOWED BY 16 MONTHS TO TWO YEARS OF STUDY, TO INCLUDE CONTENT AT A MATURE LEVEL AND FROM AN INTERDISCIPLINARY APPROACH, A TEACHING INTERNSHIP SUPERVISED BY APPROPRIATE UNIVERSITY AND EXPERIENCED JUNIOR COLLEGE FACULTY, A CONTINUING PROFESSIONAL SEMINAR INVOLVING ALL GRADUATES INTENDING TO TEACH, AND A RESULTANT UPGRADING OF THE M.A. DEGREE RATHER THAN ITS REPLACEMENT BY A NEW ONE. THE GRADUATE IN THIS PROGRAM COULD EASE HIS FINANCIAL LOAD BY SPREADING THE WORK OVER SEVERAL ACADEMIC PERIODS AND, ON GRADUATION, COULD STILL PURSUE A DOCTORATE. THIS ARTICLE IS PUBLISHED IN THE "EDUCATIONAL RECORD," VOLUME 48, NUMBER 2, SPRING 1967. (HH)

**ED 016 490** **JC 680 123**

*ROUECHE, JOHN E. RUMANZEFF, NATALIE*

THE JUNIOR AND COMMUNITY COLLEGE FACULTY, A BIBLIOGRAPHY.

CALIFORNIA UNIV., LOS ANGELES

NATIONAL FACULTY ASSN. OF COMMUNITY AND JR. COLL.

PUB DATE 68

EDRS PRICE MF-$0.25 HC NOT AVAILABLE FROM EDRS. 20P.

DESCRIPTORS *BIBLIOGRAPHIES, *COLLEGE FACULTY, *COLLEGE TEACHERS, *COMMUNITY COLLEGES, *JUNIOR COLLEGES, INFORMATION SOURCES,

PREPARED BY THE ERIC CLEARINGHOUSE FOR JUNIOR COLLEGE INFORMATION IN COOPERATION WITH THE NATIONAL FACULTY ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, THIS DOCUMENT CONTAINS BIBLIOGRAPHIC INFORMATION ABOUT 186 PUBLISHED AND UNPUBLISHED DOCUMENTS CONCERNING TEACHERS IN JUNIOR AND COMMUNITY COLLEGES. ONLY DOCUMENTS WRITTEN AND/OR PUBLISHED SINCE 1962 ARE LISTED. A 66-ITEM SUBJECT INDEX IS INCLUDED. THIS DOCUMENT IS AVAILABLE IN HARD COPY FOR $1.00 AS PUBLICATION NUMBER 851-24120 FROM THE NATIONAL FACULTY ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES, 1201 SIXTEENTH STREET, N.W. WASHINGTON, D.C. 20036. (WO)

**ED 016 491** **LI 000 018**

CITATION INDEX AND MEASURES OF ASSOCIATION IN MECHANIZED DOCUMENT RETRIEVAL. RAPPORT NUMMER 2. (REPORT NUMBER 2).

REPORT NUMBER KVAL-PM-295

PUB DATE 25 JAN 67

EDRS PRICE MF-$0.25 HC-$0.64 14P.

DESCRIPTORS *CITATION INDEXES, *INFORMATION RETRIEVAL, *STATISTICAL ASSOCIATION METHODS, ALGORITHMS, INDEXES (LOCATORS), INFORMATION SYSTEMS,

CITATION INDEXES, IN COMBINATION WITH REGULAR INDEXES, ARE CREATING NEW METHODS OF INFORMATION RETRIEVAL, WHICH USE SOME MEASURE OF CONNECTION OR ASSOCIATION BETWEEN A GIVEN BASE OF ARTICLES AND OTHER DOCUMENTS IN A COLLECTION. GENERAL REQUIREMENTS OF SUCH A MEASURE ARE--(1) IT SHOULD BE INDIRECTLY PROPORTIONAL TO THE NUMBER OF LINKS IN A CHAIN OF CITATIONS BETWEEN THE TWO ARTICLES BEING MEASURED, AND (2) IT SHOULD BE DIRECTLY PROPORTIONAL TO THE NUMBER OF CHAINS CONNECTING THE TWO ARTICLES. THE FIELD OF THERMODYNAMICS OFFERS A SIMPLE PHYSICAL ANALOGY TO THIS MEASURE. MATHEMATICAL PROCEDURES BASED UPON THERMODYNAMICS ARE USED TO DERIVE AN ALGORITHM FOR FINDING THE DEGREE OF ASSOCIATION. (CM)

**ED 016 492** **LI 000 024**

*SCHATZ, SHARON*

FACSIMILE TRANSMISSION IN LIBRARIES-A STATE OF THE ART SURVEY.

LIBRARY OF CONGRESS, WASHINGTON, D.C., INFO.SYS.OFF

REPORT NUMBER ISO-TM-1

PUB DATE JUN 67

EDRS PRICE MF-$0.25 HC-$1.12 26P.

DESCRIPTORS *FACSIMILE TRANSMISSION, *TELEPHONE COMMUNICATION SYSTEMS, FACTS (FACSIMILE TRANSMISSION SYSTEM), INTERLIBRARY LOANS, INTREX, LITERATURE REVIEWS, PROJECT INTREX, XEROX LDX, XEROX MAGNAVOX TELECOPIER,

FIVE SYSTEMS, ALL OF WHICH HAVE INVESTIGATED OR ARE INVESTIGATING THE USES OF FACSIMILE EQUIPMENT AS APPLIED TO LIBRARIES, ARE SURVEYED. THE EQUIPMENT OF EACH PROJECT, INCLUDING NECESSARY COMMUNICATION LINKS, IS DESCRIBED, AS WELL AS THE RESULTS OF THOSE EXPERIMENTS NOW COMPLETED. IF TELEFACSIMILE IS TO BE USEFUL A NEED FOR A CHANGE IN SOME INTERLIBRARY LOAN PROCEDURES IS INDICATED. OTHER CONCLUSIONS OF THE STUDY ARE--(1) THAT FACSIMILE TRANSMISSION IS TECHNICALLY AND ECONOMICALLY FEASIBLE NOW FOR MANY LIBRARY SYSTEMS, EVEN THOUGH BOUND VOLUMES STILL CANNOT BE HANDLED BY PRESENT EQUIPMENT, AND (2) THAT CURRENT DEVELOPMENTS AND PLANNING BY MANUFACTURERS WILL MAKE FACSIMILE TRANSMISSION EVEN MORE SATISFACTORY IN THE FUTURE. AN EXTENSIVE BIBLIOGRAPHY OF 56 ITEMS ABOUT FACSIMILE TRANSMISSION IS GIVEN. (CM)

**ED 016 493** **LI 000 042**

*WATSON, PAUL*

A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT--CHILE.

PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE FEB 67

EDRS PRICE MF-$0.52 HC-$3.76 92P.

DESCRIPTORS *BOOKS, *FOREIGN COUNTRIES, *NEEDS, *PROGRAM DEVELOPMENT, *PUBLISHING, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID), CHILE, COORDINATION, DEVELOPING NATIONS, EDUCATIONAL IMPROVEMENT, FINANCIAL SUPPORT, GOVERNMENT ROLE, IMPROVEMENT, INDUSTRY, LIBRARIES, SURVEYS, TEXTBOOKS,

EMPHASIZING TEXTBOOKS IN CHILE'S EDUCATIONAL SYSTEM, THIS STUDY USED A TEAM SURVEY APPROACH, WITH FIVE WEEKS OF FIELD WORK PRODUCING DESCRIPTIVE MATERIAL COLLECTED FROM INTERVIEWS, VISITS TO RELEVANT INSTITUTIONS AND MEETINGS, AND WRITTEN DATA. RESULTING SUGGESTIONS ARE BASED ON TEAM FINDINGS THAT (1) CHILEAN PUBLISHING IS UNDERDEVELOPED, (2) THERE IS AN ESPECIALLY CRITICAL NEED FOR TWO TYPES OF BOOKS--ELEMENTARY AND TECHNICAL-PROFESSIONAL TEXTBOOKS BECAUSE OF RECENT EDUCATIONAL IMPROVEMENTS AND TECHNICAL-SCIENTIFIC BOOKS FOR NATIONAL DEVELOPMENT, (3) CONTINUING INSUFFICIENT PUBLIC BOOK PRODUCTION RESOURCES CALL FOR GOVERNMENT SUPPORT, (4) INDUSTRY IS CAPABLE OF TECHNICAL PRODUCTION, AND (5) IMPORTATION OF SOME LIMITED DEMAND BOOKS WILL ALWAYS BE REQUIRED. GUIDELINES FOR A BOOK PROGRAM EMPHASIZING USE OF CHILEAN RESOURCES INCLUDE PARTICIPATION BY ALL RELEVANT GROUPS, PREDETERMINED DEFINITION FOR PARTICIPATING AGENCIES, AND, WHEN POSSIBLE, DEVELOPMENT OF PRIVATE RATHER THAN GOVERNMENT PRODUCTION. AMONG RECOMMENDATIONS FOR A TOTAL BOOK PROGRAM ARE--IMPROVED ORGANIZATION FOR BOOK DEVELOPMENT IN THE

MINISTRY OF EDUCATION AND U.S. MISSIONS, A PARTNERSHIP BETWEEN CHILE'S GOVERNMENT, BOOK INDUSTRY AND UNIVERSITIES AND U.S. MISSIONS AND DONORS WITH SUBSEQUENT DEVELOPMENT OF A COMPREHENSIVE PLAN, AND STUDY OF PRESENT AND FUTURE BOOK RESOURCES AND NEEDS. RECOMMENDATIONS ARE ALSO MADE FOR BOOK ACTIVITY IN SPECIFIC AREAS OF EDUCATION, LIBRARIES, AND PUBLISHING. TABLES ANALYZE PRODUCTION ACTIVITIES, WHILE APPENDIXES INCLUDE EDUCATION IN CHILE, U.S. SCHOOL BOOK PUBLISHING, CONTACTS VISITED, AND A BIBLIOGRAPHY. A RELATED DOCUMENT IS LI 000 043, A STUDY OF BOOK ACTIVITIES IN PERU. (JB)

**ED 016 494** LI 000 043

*SPAULDING, SETH*

**A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT--PERU.**

PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION

PUB DATE FEB 67

**EDRS PRICE MF-$0.75 HC-$5.96 147P.**

DESCRIPTORS *BOOKS, *FOREIGN COUNTRIES, *NEEDS, *PROGRAM DEVELOPMENT, *PUBLISHING, ADULT EDUCATION, AGENCY FOR INTERNATIONAL DEVELOPMENT (AID), COORDINATION, CURRICULUM DEVELOPMENT, DEVELOPING NATIONS, EDUCATION, FINANCIAL SUPPORT, GOVERNMENT ROLE, IMPROVEMENT, INDUSTRY, LIBRARIES, PERU, SURVEYS, TEXTBOOK PREPARATION,

THROUGH FIELD WORK, A FOUR MEMBER RESEARCH TEAM STUDIED PERU'S TOTAL DEVELOPMENT AND EDUCATIONAL EFFORTS IN ORDER TO EVALUATE ITS BOOK ACTIVITY. SPECIFIC OBJECTIVES WERE--TO DISCOVER WHO IS CREATING, PRODUCING, AND USING BOOKS, TO EVALUATE PAST ATTEMPTS TO UPGRADE THIS AREA, TO ASSESS CURRENT AND FUTURE PRIORITIES, AND TO DEVELOP RECOMMENDATIONS FOR BOOK ACTIVITY IMPROVEMENT AND FUTURE PROGRAMS. THE SURVEY REVEALS THAT (1) THE EDUCATIONAL SYSTEM SERIOUSLY LACKS TEXTBOOKS, (2) EFFORTS BY GOVERNMENT MINISTRIES TO PROVIDE INSTRUCTIONAL MATERIALS FOR ADULT EDUCATION PROGRAMS ARE NOT COORDINATED, (3) IN COMMERCIAL PUBLISHING, GOOD RESOURCES ARE NOT BEING FULLY USED, (4) NON-TEXTBOOK PUBLISHING SHOWS STRENGTH, AND (5) THE LIBRARY SITUATION IS PROMISING BUT ALSO NEEDS MUCH DEVELOPMENT. RECOMMENDATIONS FOR THE TEXTBOOK AREA ARE THAT THE MINISTRY OF EDUCATION, USING CURRICULUM SPECIALISTS AND STANDARDS, SHOULD ASSIST PUBLISHERS AND EXISTING TEXTBOOK AUTHORS, AND THE MINISTRY SHOULD ALSO BEGIN PURCHASING TEXTBOOKS FOR FREE DISTRIBUTION TO SCHOOLS. EMPHASIS IN HIGHER EDUCATION SHOULD BE ON DEVELOPING A BOOK-CONSCIOUS FACULTY, BETTER LIBRARIES, AND CREATING TEXTBOOK MATERIALS. COORDINATION FOR ADULT EDUCATION IS STRESSED, WHILE SUGGESTIONS FOR LIBRARY DEVELOPMENT INVOLVE ACTION BY THE PERU GOVERNMENT, THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (AID), AND VOLUNTARY AGENCIES. APPENDIXES LIST CONTACTS VISITED, NEWS MEDIA SOURCES, PUBLISHERS AND DISTRIBUTORS, PERU BOOK ASSOCIATION MEMBERS, TEXTBOOK COMMISSIONS AND PRIMARY BOOKS APPROVED, AND A BIBLIOGRAPHY. A RELATED DOCUMENT IS LI 000 042, A STUDY OF BOOK ACTIVITIES IN CHILE. (JB)

**ED 016 495** LI 000 080

*BLASINGAME, RALPH*

**FEASIBILITY OF COOPERATION FOR EXCHANGE OF RESOURCES AMONG ACADEMIC AND SPECIAL LIBRARIES IN PENNSYLVANIA.**

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER PSL-MONGR-5

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$1.20 28P.**

DESCRIPTORS *COLLEGE LIBRARIES, *INTERLIBRARY LOANS, *LIBRARY COOPERATION, *SPECIAL LIBRARIES, *STATE LIBRARIES, COORDINATION, FEASIBILITY STUDIES, LIBRARY MATERIALS, LIBRARY PROGRAMS, PENNSYLVANIA, STATE ACTION, SYSTEMS DEVELOPMENT,

THIS STUDY EXAMINES THE PRESENT EXCHANGE OF RESOURCES BY PENNSYLVANIA ACADEMIC AND SPECIAL LIBRARIES AND SUGGESTS MEANS FOR A MORE EFFECTIVE SYSTEM OF COOPERATION, BASED ON THE ASSUMPTION THAT THE STATE HAS A RESPONSIBILITY IN THIS AREA. QUESTIONNAIRES WERE SENT TO SPECIAL, COLLEGE, AND UNIVERSITY LIBRARIES FOR INFORMATION ON INTERLIBRARY LOAN INVOLVEMENT, AND PERSONAL INTERVIEWS WERE ALSO HELD WITH THE ACADEMIC AND LIBRARY STAFFS AT EIGHT SMALLER COLLEGES. USE OF THE PHILADELPHIA UNION LIBRARY CATALOG AND EXCHANGE ACTIVITIES OF THE FRANKLIN INSTITUTE LIBRARY WERE BOTH STUDIED FROM SAMPLES OF THEIR REQUESTS. IT WAS FOUND THAT A VOLUNTARY SYSTEM OF EXCHANGE EXISTS, AND IT CAN BE DESCRIBED BY CURVES OF USE ACCORDING TO TYPE OF LIBRARY. SUGGESTIONS FOR A MORE EFFECTIVE SYSTEM INCLUDE--(1) AGREED UPON SCOPE FOR THE VARIED INSTITUTIONS, (2) A MULTI-CENTERED AND STATE-WIDE SYSTEM WITH REGIONAL AND STATE PROGRAMS, (3) NO REQUIREMENTS OF TOTAL RESOURCE COMMITMENT OR LIMITATION OF AN INSTITUTION'S ACTIVITIES, (4) GOALS TO LOWER BARRIERS TO USE AND INCREASE TOTAL RESOURCES, AND (5) MEASUREMENT OF USE. INITIATIVE FOR THE PROGRAM SHOULD COME FROM THE STATE, AND IMMEDIATE FURTHER STUDY SHOULD BE FOLLOWED BY A DETAILED PROGRAM STATEMENT. AN APPENDIX SUGGESTS A DATA BANK TO MAKE CERTAIN DATA GATHERED BY STATE AGENCIES AVAILABLE. (JB)

**ED 016 496** LI 000 083

*SELYE, HANS*

**INFORMATION RETRIEVAL EXPERIMENT. FINAL REPORT.**

MONTREAL UNIV. (QUEBEC), INST. FOR EXP. MED. SURG.

REPORT NUMBER AD-659-716

PUB DATE JUN 67

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CODIFICATION, *DOCUMENTATION, *INFORMATION RETRIEVAL, *MEDICAL LIBRARIES, *MEDICAL RESEARCH, BIBLIOGRAPHIES, EVALUATION, EXPERIMENTS, INDEXING, INFORMATION STORAGE, INFORMATION SYSTEMS, MEDICAL VOCABULARY, MONTREAL, PUBLICATIONS, SYMBOLIC LANGUAGE,

THIS REPORT IS A BRIEF REVIEW OF RESULTS OF AN EXPERIMENT TO DETERMINE THE INFORMATION RETRIEVAL EFFICIENCY OF A MANUAL SPECIALIZED INFORMATION SYSTEM BASED ON 700,000 DOCUMENTS IN THE FIELDS OF ENDOCRINOLOGY, STRESS, MAST CELLS, AND ANAPHYLACTOID REACTIONS. THE SYSTEM RECEIVES 30,000 PUBLICATIONS ANNUALLY. DETAILED INFORMATION IS REPRESENTED BY SYMBOLIC SHORTHAND STATEMENTS THAT ARE FILED BY A RIGID ORDER-OF-PRECEDENCE SCHEMA CALLED THE SYMBOLIC SHORTHAND SYSTEM. ORIGINS OF THE SYSTEM, EXAMPLES OF CODIFICATION, SPECIMEN FORMS USED IN THE EXPERIMENT, AND A BRIEF ASSESSMENT OF FINDINGS ARE INCLUDED IN THE REPORT. THIS DOCUMENT IS AVAILABLE AS AD-659-716 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 40 PAGES. (AUTHOR)

**ED 016 497** LI 000 084

*HENDERSON, MADELINE M.*

**EVALUATION OF INFORMATION SYSTEMS - A SELECTED BIBLIOGRAPHY WITH INFORMATIVE ABSTRACTS.**

NATIONAL BUREAU OF STANDARDS (DOC), WASHINGTON, D.C

REPORT NUMBER NBS-TN-297

PUB DATE DEC 67

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *EVALUATION, *INFORMATION SYSTEMS, *LITERATURE REVIEWS, ANNOTATED BIBLIOGRAPHIES, CLASSIFICATION, INDEXING, INFORMATION RETRIEVAL, RESEARCH REVIEW (PUBLICATIONS),

A SURVEY OF THE LITERATURE ON EVALUATION OF INFORMATION SYSTEMS HAS BEEN CONDUCTED BY THE TECHNICAL INFORMATION EXCHANGE, CENTER FOR COMPUTER SCIENCES AND TECHNOLOGY, NATIONAL BUREAU OF STANDARDS. DURING THE EARLY STAGES OF THE SURVEY, THE LITERATURE WAS DIVIDED AMONG DESCRIPTIONS OF PROGRAMS WHICH COMPARED THE PERFORMANCE OF TWO OR MORE INFORMATION SYSTEMS, ACCOUNTS OF PROGRAMS WHICH STUDIED THE PERFORMANCE OF ONE SYSTEM, PAPERS AND REPORTS WHICH DISCUSSED THE PROBLEMS OF EVALUATION PROGRAMS, AND DOCUMENTS WHICH PROPOSED NEW TECHNIQUES FOR EVALUATION OF SYSTEMS. FROM THE TOTAL LITERATURE COLLECTED, APPENDED AS A BIBLIOGRAPHY OF OVER 400 ITEMS TO THIS REPORT, THOSE REFERENCES WHICH WERE JUDGED TO BE MOST DIRECTLY CONCERNED WITH THE SUBJECT OF EVALUATION OF INFORMATION SYSTEMS WERE SELECTED AND ABSTRACTED. THE ABSTRACTS ARE DESIGNED TO GIVE A SUMMARY OF THE CONTENT OF THE CORRESPONDING PAPER--THE AUTHOR'S OWN WORDING WAS USED EXTENSIVELY, IN ORDER TO AVOID MISINTERPRETATION. ALL OF THE REFERENCES COLLECTED ARE LISTED, IN ALPHABETIC ORDER OF AUTHORS' NAMES, IN THE APPENDIX TO THE MAIN BODY OF THIS PUBLICATION. THIS DOCUMENT IS AVAILABLE AS CATALOG NO-C13.46--297 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $1.00. (AUTHOR/CM)

**ED 016 498** LI 000 085

*BRACKEN, MARILYN C.*

**SURVEY OF TEXTS AND INSTRUCTIONAL**

MATERIAL USED IN INFORMATION SCIENCE PROGRAMS.
GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
REPORT NUMBER BSCP-COMMUN-27-67-NOV-1967
PUB DATE NOV 67
EDRS PRICE MF-$0.50 HC-$2.68 65P.
DESCRIPTORS *INFORMATION SCIENCE, *INSTRUCTIONAL MATERIALS, BIBLIOGRAPHIES, INTERNATIONAL FEDERATION OF DOCUMENTATION, TEXTBOOKS.

A SURVEY WAS MADE AT THE REQUEST OF THE COMMITTEE ON TRAINING OF DOCUMENTALISTS OF THE INTERNATIONAL FEDERATION FOR DOCUMENTATION TO DETERMINE WHAT MATERIALS WERE BEING USED IN UNIVERSITY COURSES IN THE AREA OF INFORMATION SCIENCE AND REQUIRED CORE COURSES IN INFORMATION SCIENCE PROGRAMS IN THE UNITED STATES. A BIBLIOGRAPHY, INCLUDING BOOKS, JOURNAL ARTICLES AND OTHER TEXTUAL MATERIALS, WAS PREPARED FROM INFORMATION SUBMITTED BY 34 RESPONDENTS. OF ALL TYPES OF MATERIALS, BOOKS AND JOURNAL ARTILCES WERE MOST COMMON, EACH ACCOUNTING FOR ABOUT ONE-THIRD OF THE REFERENCES. CITATIONS FROM TWO JOURNALS, "AMERICAN DOCUMENTATION" AND "JOURNAL OF CHEMICAL DOCUMENTATION," MAKE UP OVER HALF OF THE JOURNAL ARTICLES, AND MATERIAL PUBLISHED IN 1965 NUMBERS OVER 20 PERCENT OF THE TOTAL. THE BIBLIOGRAPHY OF 463 REFERENCES IS ARRANGED BY MAIN AUTHOR, AND AN AUTHOR INDEX AND PERMUTED TITLE INDEX IS FURNISHED. A LIST OF RESPONDENTS TO THE SURVEY IS ALSO GIVEN. (CM)

**ED 016 499** LI 000 087
*BORKO, H. BURNAUGH, H.P.*
INTERACTIVE DISPLAYS FOR DOCUMENT RETRIEVAL.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER SP-2557
REPORT NUMBER AD-661-657
PUB DATE 04 AUG 66
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DISPLAY UNITS (COMPUTERS), *INFORMATION RETRIEVAL, *TIME SHARING, AUTOMATION, BIBLIOGRAPHIC ON-LINE DISPLAY, BOLD, CLASSIFICATION *INFORMATION PROCESSING, INDEXES (LOCATORS), INFORMATION SYSTEMS, TELETYPEWRITER,

INTERACTIVE COMPUTER SYSTEMS ESTABLISH A DIALOG BETWEEN THE MAN AND THE MACHINE. BY MEANS OF DISPLAYS, THE USER RECEIVES IMMEDIATE FEEDBACK OF THE RESULT OF HIS ACTIONS, AND HE IS ABLE TO MODIFY HIS DECISIONS IN ORDER TO OBTAIN A SYSTEM RESPONSE THAT IS MOST RELEVANT TO HIS NEEDS. BOLD (BIBLIOGRAPHIC ON-LINE DISPLAY) IS AN EXAMPLE OF A HIGHLY AUTOMATED INTERACTIVE DOCUMENT STORAGE AND RETRIEVAL SYSTEM THAT IS IN OPERATION AT SYSTEM DEVELOPMENT CORPORATION. IT ENALBLES THE USER TO BROWSE THROUGH THE DATA BASE BY SUBJECT CATEGORIES OR SEARCH FOR SPECIFIC DOCUMENTS. THIS DOCUMENT IS AVAILABLE AS AD-661-657 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 28 PAGES. (AUTHOR)

**ED 016 500** LI 000 088
*HEALD, J. HESTON*
THE MAKING OF TEST-THESAURUS OF ENGINEERING AND SCIENTIFIC TERMS. FINAL REPORT OF PROJECT LEX.
OFFICE OF NAVAL RESEARCH, WASHINGTON, D.C.
REPORT NUMBER AD-661-001
PUB DATE NOV 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DOCUMENTATION, *INDEXING, *INFORMATION RETRIEVAL, *INTERDISCIPLINARY APPROACH, *THESAURI, CLASSIFICATION, DEPARTMENT OF DEFENSE, DEVELOPMENT, ENGINEERING, PROJECT LEX, SCIENCES, THESAURUS OF ENGINEERING AND SCIENTIFIC TERMS (TEST), VOCABULARY,

THE BACKGROUND, OPERATIONAL, AND PROCEDURAL EVENTS LEADING TO AND INCLUDED IN THE BUILDING OF THE "THESAURUS OF ENGINEERING AND SCIENTIFIC TERMS" ARE DISCUSSED. THE WORK WAS PERFORMED BY THE OFFICE OF NAVAL RESEARCH, AT THE REQUEST OF THE DIRECTOR, DEFENSE RESEARCH AND ENGINEERING, UNDER A SPECIALLY ESTABLISHED TASK NAMED PROJECT LEX. JOINT WORKING ARRANGEMENTS WITH ENGINEERS JOINT COUNCIL RESULTED IN A SINGLE THEAURUS FOR BOTH DOD AND EJC. SOME RESULTING FACTS AND FIGURES ARE REPORTED, INCLUDING RECOMMENDATIONS TO THE COMMITTEE ON SCIENTIFIC AND TECHNICAL INFORMATION (COSATI) FOR CHANGES IN THE "COSATI SUBJECT CATEGORY LIST." APPENDIXES INCLUDE AUTHORIZING PAPERS, AGREEMENTS, REFERENCE MATERIAL, PARTICIPANTS, AND JOINT EJC-DOD CONVENTIONS FOR THESAURUS BUILDING. RESULTS SHOW COLLECTION AND DEVELOPMENT OF A LARGE DATA BANK, SIZE, AND DESCRIPTION OF THE FINAL PRODUCT AS WELL AS COMPUTER SUPPORT AND INTERFACE TO AUTOMATIC TYPESETTING EQUIPMENT. THIS DOCUMENT IS AVAILABLE AS AD-661-001 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 162 PAGES. (AUTHOR)

**ED 016 501** LI 000 089
*TEPLITZ, ARTHUR*
LIBRARY FICHE-AN INTRODUCTION AND EXPLANATION.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER SP-2922-000-01
REPORT NUMBER AD-661-660
PUB DATE 09 OCT 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *COST EFFECTIVENESS, *LIBRARIES, *MICROFICHE, *MICROFILM, AUTOMATION, BOOKS, IMPROVEMENT, PERIODICALS, STANDARDS, SYSTEMS APPROACH, TIME SHARING,

THE PAPER DESCRIBES THE NEED FOR A NEW MICROFICHE REDUCTION RATIO TO PROVIDE MORE SATISFACTORY MICROFORMS OF BOOKS AND PERIODICALS FOR LIBRARIES OF THE FUTURE AND URGES ITS CONSIDERATION AND ADOPTION BY THE MICROFILM INDUSTRY. IT DISCUSSES THE CONCEPT OF HAVING ONE MICROFICHE FOR EACH BOOK, AND ITS ADVANTAGES IN USE IN A DISTRIBUTION LIBRARY, OR IN AN AUTOMATED LIBRARY, USING TIME-SHARING TECHNIQUES. THE GENERAL CHARACTERISTICS OF LIBRARY FICHE, THE REDUCTION RATIOS, THE NUMBER OF PAGES, AND PREPARATION REQUIREMENTS ARE GIVEN. THE ECONOMIC COSTS OF ORIGINAL AND DUPLICATE LIBRARY FICHE ARE SPECIFIED. THE SIZE AND SHAPE OF THE POTENTIAL MARKET IS SPECIFIED, AND FUTURE GROWTH OF THE MARKET DELINEATED. THIS DOCUMENT IS AVAILABLE AS AD-661-660 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 14 PAGES. (AUTHOR)

**ED 016 502** LI 000 090
*BERNINGER, DOUGLAS E. AND OTHERS*
INVESTIGATION INTO THE RETRIEVAL INDEXING AND SEARCHING SYSTEM. FINAL REPORT.
JONKER CORP., WASHINGTON, D.C., FED. SYSTEMS DIV.
PUB DATE SEP 65
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *AVIATION TECHNOLOGY, *DOCUMENT ACTION, *INDEXING, *INFORMATION RETRIEVAL, *INFORMATION SYSTEMS, EVALUATION, FEDERAL AVIATION INFORMATION RETRIEVAL SYSTEM (FAIRS), IMPROVEMENT, INFORMATION NEEDS, INVESTIGATIONS, PUBLICATIONS, SYSTEMS DEVELOPMENT, THESAURI, VOCABULARY,

A STUDY WAS MADE OF THE FEDERAL AVIATION INFORMATION RETRIEVAL SYSTEM (FAIRS), WHICH SERVES DIVERSE INFORMATION NEEDS OF THE AGENCY'S TECHNICAL AND ADMINISTRATIVE PERSONNEL. FAIRS WAS DEVELOPED TO OPERATIONAL CAPACITY BY (1) ASSIGNING DESCRIPTORS AND IDENTIFIERS TO REPORTS TO PREPARE THEM FOR SUBSEQUENT RETRIEVAL, (2) EXPANDING, DEVELOPING, AND UPDATING THE SYSTEM'S VOCABULARY--THE THESAURUS OF FAA DESCRIPTORS, AND (3) ENTERING THE TECHNICAL REPORTS INTO THE SYSTEM. THE RETRIEVAL EFFECTIVENESS OF THE SYSTEM WAS THEN TESTED BY SEARCHING THE ENTIRE 10,000 DOCUMENT COLLECTION WITH TEN TEST QUESTIONS SELECTED FROM ACTUAL REQUESTS FROM FAA PERSONNEL. THE RESULTS OF THIS TEST AND THE PROBLEMS THAT WERE ENCOUNTERED ARE DISCUSSED, AND RECOMMENDATIONS ARE MADE FOR FUTURE PROCEDURES. APPENDIXES INCLUDE DETAILS ON PROCESSING LEGAL MEMORANDA AND CONGRESSIONAL MATERIALS, PROCEDURES AND DOCUMENTS OF THE SYSTEM, PLANS FOR TESTING THE SYSTEM, DETAILED RESULTS OF THE EFFECTIVENESS TEST, DESCRIPTORS ADDED TO THE THESAURUS, AND DESCRIPTORS DELETED FROM THE THESAURUS. THIS DOCUMENT IS AVAILABLE AS AD-659-681 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 124 PAGES. (AUTHOR/JB)

**ED 016 503** LI 000 091
*ANDERSON, RONALD R. TAYLOR, ROBERT S.*
SYSTEMS MANUAL FOR THE EXPERIMENTAL LITERATURE COLLECTION AND REFERENCE RETRIEVAL SYSTEM OF THE CENTER FOR THE INFORMATION SCIENCES. EXPERIMENTAL RETRIEVAL SYSTEMS STUDIES, REPORT NUMBER 2.
LEHIGH UNIV., BETHLEHEM, PA., CTR. INFOR. SCIENCES
REPORT NUMBER AD-653-279
PUB DATE 15 APR 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COMPUTER PROGRAMS, *COMPUTER STORAGE DEVICES, *INFORMATION RETRIEVAL, *INFORMATION SCIENCE, *MANUALS, DISPLAY UNITS (COMPUTERS), GE 225 COMPUTER, STATISTICAL ASSOCIATION METHODS, TIME SHARING,

THE MANUAL DESCRIBES AND DOCUMENTS THE RETRIEVAL SYSTEM IN TERMS OF ITS TAPE AND DISK FILE PROGRAMS AND ITS SEARCH PROGRAMS AS USED BY THE LEHIGH CENTER FOR THE INFORMATION SCIENCES FOR SELECTED CURRENT LITERATURE OF THE INFORMATION SCIENCES, ABOUT 2500 DOCUMENT REFERENCES. THE SYSTEM IS PRESENTLY ON-LINE VIA TELETYPE AND CONVERSION IS IN PROCESS FROM TAPE TO DISK. BOTH ASSOCIATIVE AND NON-ASSOCIATIVE SEARCH SYSTEMS ARE IN OPERATION. THIS DOCUMENT IS AVAILABLE AS AD-653-279 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 59 PAGES. (AUTHOR/CM)

**ED 016 504** LI 000 092

*ANDERSON, RONALD R. AND OTHERS*

**EXPERIMENTAL RETRIEVAL SYSTEMS STUDIES, REPORT NUMBER 3.**

LEHIGH UNIV., BETHLEHEM, PA., CTR. INFOR. SCIENCES

REPORT NUMBER AD-653-280

PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDEXING, *INFORMATION RETRIEVAL, *STATISTICAL ASSOCIATION METHODS, COMPUTER PROGRAMS, DISPLAY UNITS (COMPUTERS), INFORMATION SYSTEMS, TELETYPEWRITER, TIME SHARING,

CONTENTS--(1) AN ASSOCIATIVITY TECHNIQUE FOR AUTOMATICALLY OPTIMIZING RETRIEVAL RESULTS BY RONALD R. ANDERSON. AN ASSOCIATIVE TECHNIQUE BY WHICH IT IS POSSIBLE TO AUTOMATICALLY EXPAND AND NARROW THE NUMBER OF DOCUMENTS RETRIEVED AND TO RETRIEVE DOCUMENTS RELATED TO A REQUEST EVEN THOUGH THEY MAY NOT BE INDEXED BY THE EXACT TERMS OF THE REQUEST IS EXPLAINED. (2) A SYNTACTICALLY ORIENTED NATURAL LANGUAGE DOCUMENT RETRIEVAL SYSTEM WITH A BROWSABILITY FEATURE BY ANDREW J. KASARDA. A TEXT PROCESSING SCHEME IS DEFINED FOR SYNTACTIC AND SEMATIC REDUCTION OF FULL TEXT, AND A RETRIEVAL MODEL WHICH PROVIDES FOR THE USE OF NATURAL LANGUAGE COMMUNICATION FOR THE INQUIRER AND A BROWSABILITY CAPABILITY IS DESCRIBED. (3) PHRASE INDEXING BY DAVID M. REED. A MANUAL INDEXING SYSTEM USING PHRASES IS DEVELOPED AND EVALUATED, AND RETRIEVAL OPERATIONS FOR MANUALLY AND AUTOMATICALLY PHRASED INDEXED SYSTEMS ARE DISCUSSED. THIS DOCUMENT IS AVAILABLE AS AD-653-280 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 28 PAGES. (CM)

**ED 016 505** LI 000 094

*TEDESCO, CLAIRE R.*

**PROCEEDINGS OF 1967 ANNUNAL MEETING OF THE WASHINGTON, D.C., REGIONIAL GROUP, MEDICAL LIBRARY ASSOCIATION (WASHINGTON, D.C., VETERANS ADMINISTRATION HOSPITAL, OCTOBER 27, 1967).**

MEDICAL LIBRARY ASSN., WASHINGTON, D.C. REG. GROUP

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.96 72P.

DESCRIPTORS *LIBRARY ASSOCIATIONS, *LIBRARY COOPERATION, *MEDICAL LIBRARIES, *REGIONAL PROGRAMS, AUTOMATION, INFORMATION SYSTEMS, INTERLIBRARY LOANS, LIBRARY PROGRAMS, LIBRARY SERVICES, MEDICAL LIBRARY ASSOCIATION, MEDICAL SERVICES, NETWORKS, PILOT AUTOMATED HOSPITAL INFORMATION SYSTEM STUDY (PILOT AHIS), REGIONAL MEDICAL PROGRAM, VETERANS ADMINISTRATION, WASHINGTON D.C,

THESE PROCEEDINGS CONSIST OF PAPERS PRESENTED AT THE MEETING, GROUPED INTO TWO SUBJECT AREAS--THE VETERANS ADMINISTRATION LIBRARY PROGRAM AND THE REGIONAL MEDICAL PROGRAM OF THE NATIONAL INSTITUTES OF HEALTH. THE IDEA OF THE SUCCESSFUL MEDICAL LIBRARY AS A PHYSICIAN'S LABORATORY IS EXPLORED, REFERRING TO VA HOSPITAL LIBRARIES. A DESCRIPTION OF THE PILOT AUTOMATED HOSPITAL INFORMATION SYSTEM STUDY (PILOT AHIS) IS REVIEWED, WHILE THE FORCES INFLUENCING VA LIBRARY SERVICES ARE OUTLINED IN AN ABSTRACT OF A LONGER PAPER. THE ROLE OF THE VA CENTRAL OFFICE LIBRARY IN THE VA LIBRARY NETWORK AND A DESCRIPTION OF LIBRARY SERVICE IN THE WASHINGTON VA HOSPITAL ARE THE OTHER TOPICS COVERED. THE SECOND GROUP OF PAPERS OPENS WITH THE SUMMARY OF A REVIEW OF CURRENT MEDICAL LIBRARY ASSOCIATION PROGRAMS, FOLLOWED BY AN OVERVIEW OF THE REGIONAL MEDICAL PROGRAM AND ITS RELATION TO MEDICAL LIBRARY ACTIVITIES AND A DISCUSSION OF THE ROLE OF THE MEDICAL LIBRARY ASSOCIATION IN REGIONAL MEDICAL PLANNING. THE COMPLETE TEXT OF THE PAPER ON VA LIBRARY SERVICES IS PUBLISHED IN THE JANUARY, 1968, "BULLETIN OF THE MEDICAL LIBRARY ASSOCIATION" AS "THE VETERANS ADMINISTRATION LIBRARY PROGRAM," BY HENRY J. GARTLAND. (JB)

**ED 016 506** LI 000 095

*KERSHAW, G.A. AND OTHERS*

**MECHANIZATION STUDY OF THE ARMY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, U.S. ARMY LIBRARY, WASHINGTON, D.C.**

BOOZ, ALLEN APPLIED RESEARCH INC., BETHESDA, MD.

REPORT NUMBER BAARINC-914-1-30

REPORT NUMBER AD-640-125

PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *BOOK CATALOGS, *PERMUTATION INDEXES, *TECHNICAL REPORTS, ARMY STUDY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, BIBLIOGRAPHIES, CATALOGS, INFORMATION SERVICES, TERMATREX, THESAURI,

THE OBJECTIVES OF THE ARMY STUDY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM (ASDIRS) ARE TO PROVIDE A CENTRAL LIBRARY OF ARMY STUDIES READILY ACCESSIBLE IN THE PENTAGON. AT THE PRESENT TIME, A BIBLIOGRAPHIC QUARTERLY CATALOG OF ARMY STUDIES AND A PERMUTED DESCRIPTOR/TITLE INDEX ARE PROVIDED. THE CATALOG OF ARMY STUDIES IS PRODUCED USING AN IBM 1401 COMPUTER, AND THE PERMUTED DESCRIPTOR TITLE INDEX TO THE CATALOG IS PRODUCED USING AN IBM 7090 COMPUTER. THE CENTRAL LIBRARY OF ARMY STUDIES WILL PROVIDE A REFERENCE CARD FILE AND THE TERMATREX RETRIEVAL SYSTEM FOR EASY SUBJECT ACCESS TO THE COLLECTION. THE BIBLIOGRAPHIC CATALOG IS DISTRIBUTED ARMY-WIDE AND HAS BEEN FAVORABLY RECEIVED. THIS DOCUMENT IS AVAILABLE AS AD-640-125 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 26 PAGES. (AUTHOR)

**ED 016 507** LI 000 096

*KERSHAW, G.A. AND OTHERS*

**MECHANIZATION STUDY OF THE TECHNICAL LIBRARY U.S. NAVAL AVIONICS FACILITY, INDIANAPOLIS, INDIANA.**

BOOZ, ALLEN APPLIED RESEARCH INC., BETHESDA, MD.

REPORT NUMBER BAARINC-914-1-31

REPORT NUMBER AD-640-126

PUB DATE SEP 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CONFERENCE REPORTS, *PERIODICALS, *PERMUTATION INDEXES, BIBLIOGRAPHIES, DISPLAY UNITS (COMPUTERS), INDEXES (LOCATORS), INDIANAPOLIS, INFORMATION RETRIEVAL, NAVAL AVIONICS FACILITY,

THE NAVAL AVIONICS FACILITY, INDIANAPOLIS (NAFI) TECHNICAL LIBRARY IS PLANNING A MECHANIZED SYSTEM TO PRODUCE A PERMUTED INDEX OF PERTINENT PERIODICAL REFERENCES AND PROCEEDINGS, WITH BOOKS AND DOCUMENTS TO BE ADDED LATER. INPUT TO THE SYSTEM IS PUNCHED PAPER TAPE PREPARED FROM THE SOURCE MATERIAL, AND THE PRIMARY PROGRAM IS A "CANNED" GENERAL ELECTRIC PERMUTED INDEX PROGRAM FOR NAFI'S GE 225 COMPUTER. NAFI'S BURROUGHS 280 COMPUTER IS USED TO OBTAIN SPECIAL LISTINGS OF ELECTRONIC ACCOUNTING MACHINE CARD INFORMATION. THE LIBRARY FEELS THAT THE PERMUTED INDEX SYSTEM IS A RELATIVELY SIMPLE AND INEXPENSIVE WAY TO MECHANIZE LIBRARY FILES. THIS DOCUMENT IS AVAILABLE AS AD-640-126 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $.65 FOR MICROFICHE, 32 PAGES. (AUTHOR)

**ED 016 508** LI 000 097

**PROCEEDINGS OF THE ANNUAL MILITARY LIBRARIANS' WORKSHOP, LIBRARY EMPLOYEE DEVELOPMENT (10TH, SAN DIEGO, OCTOBER 12-14, 1966). 1966).**

NAVY ELECTRONICS LAB., SAN DIEGO, CALIF.

REPORT NUMBER AD-645-982

PUB DATE OCT 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *LIBRARY TECHNICIANS, *ON THE JOB TRAINING, *SUBPROFESSIONALS, CIVIL SERVICE COMMISSION, GOVERNMENT EMPLOYEES, INFORMATION SPECIALISTS, INSERVICE EDUCATION, JOB ANALYSIS, LIBRARIANS, MILITARY LIBRARIANS WORKSHOP,

ON-THE-JOB AND IN-SERVICE TRAINING FOR SUBPROFESSIONAL STAFF, LIBRARIANS, AND INFORMATION SPECIALISTS WAS DISCUSSED. THERE WAS GENERAL AGREEMENT THAT MORE EMPHASIS SHOULD BE PLACED UPON TRAINING SUBPROFESSIONAL EMPLOYEES AND

THAT, WITH PROPER TRAINING, LIBRARY TECHNICIANS COULD PERFORM DUTIES NOW PERFORMED BY LIBRARIANS. THERE WAS CONCERN THAT THE GRADE STRUCTURE REFLECT THE RESPONSIBILITIES OF THESE JOBS. IT WAS RECOMMENDED THAT LIBRARIANS BE ADVISED TO TAKE CORRESPONDENCE COURSES WHEN LIBRARY SCHOOLS ARE NOT LOCALLY AVAILABLE. THE FEDERAL LIBRARY COMMITTEE WAS URGED TO WORK TOWARD SECURING MORE UNIFORM INTERPRETATION OF CIVIL SERVICE STANDARDS FOR LIBRARY POSITIONS IN THE LIBRARIAN, THE LIBRARY TECHNICIAN, AND INFORMATION SPECIALIST SERIES. IT WAS ALSO URGED THAT INFORMATION CONCERNING EDUCATION FACILITIES BE MADE FREELY AVAILABLE TO LIBRARY EMPLOYEES. THIS DOCUMENT IS AVAILABLE AS AD-645-982 FROM THE CLEARINGHOUSE FOR FEDERAL SCIENTIFIC AND TECHNICAL INFORMATION, SPRINGFIELD, VIRGINIA 22151, $3.00 FOR HARD COPY, $0.65 FOR MICROFICHE, 81 PAGES. (AUTHOR)

**ED 016 509** **LI 000 116**

**TITLE II ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, SCHOOL LIBRARY RESOURCES, TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS. FIRST ANNUAL REPORT, FISCAL YEAR 1966.**

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

REPORT NUMBER OE-20108

PUB DATE 67

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ANNUAL REPORTS, *ELEMENTARY SCHOOLS, *FEDERAL AID, *INSTRUCTIONAL MATERIALS, *SECONDARY SCHOOLS, AUDIOVISUAL AIDS, DEMONSTATION PROJECTS, DISTRICT OF COLUMBIA, EDUCATIONAL IMPROVEMENT, ESEA TITLE 2, EXPENDITURES, FEDERAL LEGISLATION, LIBRARY MATERIALS, SCHOOL LIBRARIES, STATE PROGRAMS, TEXTBOOKS,

COVERING THE FIRST YEAR OF TITLE II, THIS REPORT DESCRIBES HOW THE STATES, DISTRICT OF COLUMBIA, GUAM, PUERTO RICO, TRUST TERRITORY OF THE PACIFIC ISLANDS, AND VIRGIN ISLANDS USED TITLE II FUNDS TO IMPROVE THE EDUCATIONAL QUALITY OF PUBLIC AND PRIVATE ELEMENTARY AND SECONDARY SCHOOLS BY INCREASING INSTRUCTIONAL RESOURCES. AREAS DISCUSSED INCLUDE–(1) BASIC FACTS ABOUT ESEA TITLE II, WITH DISCUSSION OF STATE PARTICIPATION, PROGRAM COMPONENTS, FUND UTILIZATION, ACQUISITIONS, AND PROCESSING, (2) STATE PROGRAMS, GIVING DETAILS ON IMPROVEMENT OF SCHOOL LIBRARY RESOURCES, MAINTAINING AND INCREASING EFFORT, STANDARDS FOR MATERIALS, INSERVICE EDUCATION, COORDINATION, AND SERVICE TO HANDICAPPED, AND (3) DEMONSTRATION CENTERS AND SPECIAL PURPOSE GRANTS, WITH SECTIONS ON PROJECTS AND GRANTS IN CALIFORNIA, KANSAS, MISSOURI, NORTH CAROLINA, NEW YORK, AND OHIO. WITH AN EXPENDITURE OF $97.3 MILLION, HIGHLIGHTS IN 1966 WERE APPROVAL OF STATE PLANS, PARTICIPATION BY MOST ELIGIBLE STUDENTS AND TEACHERS, PRIORITY FOR SCHOOL LIBRARY RESOURCES, AND THE STRENGTHENING OF STATE AND LOCAL PROGRAMS. THE APPENDIX INCLUDES 18 TABLES GIVING ADDITIONAL DATA ON AV MATERIALS ACQUIRED UNDER TITLE II PROGRAMS. THIS DOCUMENT IS AVAILABLE AS FS-5-220-20108 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.50. (JB)

**ED 016 510** **PS 000 235**

*WAX, MURRAY L. AND OTHERS*

**INDIAN COMMUNITIES AND PROJECT HEAD START. SUMMARY AND OBSERVATIONS IN THE DAKOTAS AND MINNESOTA, TOGETHER WITH AN APPRAISAL OF POSSIBILITIES FOR A HEAD START PROGRAM AMONG THE POTAWATOMI INDIANS OF KANSAS.**

REPORT NUMBER OEO-520

PUB DATE 15 SEP 67

**EDRS PRICE MF-$0.50 HC-$2.68 65P.**

DESCRIPTORS *AMERICAN INDIANS, *POVERTY PROGRAMS, BILINGUAL STUDENTS, COMMUNITY DEVELOPMENT, COMMUNITY INFLUENCE, COMMUNITY INVOLVEMENT, COOPERATIVE PROGRAMS, FAMILY ENVIRONMENT, HEAD START, HETEROGENEOUS GROUPING, PARENT PARTICIPATION, POTAWATOMI INDIANS OF KANSAS,

THE HOMOGENOUS AND HARMONIOUS INDIAN BAND HAS VANISHED, IF IT EVER EXISTED. THE CONTEMPORARY INDIAN COMMUNITY IS AS HETEROGENEOUS AND DIVIDED AS ANY MORE ORDINARY COMMUNITY. OEO PROGRAMS ARE SOMETIMES MISDIRECTED BECAUSE THEY ARE ORGANIZED FROM THE ASSUMPTION THAT ONE INDIAN CAN SPEAK FOR THE TOTAL COMMUNITY. TWO REPORTS CONCERNING HEAD START PROGRAMS AMONG INDIANS WERE MADE. ONE REPORT CONCLUDES THAT, JUDGED BY ORDINARY SCHOLASTIC STANDARDS, THE HEAD START PROGRAMS OBSERVED AMONG THE INDIANS OF MINNESOTA AND THE DAKOTAS WERE HIGHLY SUCCESSFUL, WITH FEW EXCEPTIONS. IN THE SECOND REPORT, INVESTIGATING THE POSSIBILITIES AND PROBLEMS OF INITIATING A HEAD START PROGRAM, THE AUTHOR CONCLUDES THAT SUCH A PROGRAM WOULD NOT BE SUCCESSFUL WITH THE POTAWATOMI INDIANS OF KANSAS. (C.O'D)

**ED 016 511** **PS 000 248**

*WHITE, BURTON L.*

**THE INITIAL COORDINATION OF SENSORIMOTOR SCHEMAS IN HUMAN INFANTS - PIAGET'S IDEAS AND THE ROLE OF EXPERIENCE.**

**EDRS PRICE MF-$0.25 HC-$1.04 24P.**

DESCRIPTORS *INFANT BEHAVIOR, *PERCEPTUAL MOTOR COORDINATION, *SCHEMATIC STUDIES, *VISUAL PERCEPTION, BEHAVIOR DEVELOPMENT, CONCEPTUAL SCHEMES, EYE HAND COORDINATION, HUMAN DEVELOPMENT, INFANCY, INFANTS, MASSACHUSETTS, PIAGET, SENSORY EXPERIENCE, TEWKSBURY, VISUAL LEARNING, VISUAL STIMULI,

THE PURPOSE OF THIS STUDY WAS TO FIND OUT IF INFANTS WOULD EXHIBIT BEHAVIORS CONSISTENT WITH PIAGET'S OBSERVATIONS ON THE DEVELOPMENT OF RECIPROCAL COORDINATIONS AMONG THE LOOKING, SUCKING AND GRASPING SCHEMAS. A SECOND PURPOSE WAS TO SEE IF INCREASED LOOKING AT AND TOUCHING OF NEARBY OBJECTS BY INFANTS WOULD RESULT IN ACCELERATION OF THE COORDINATING PROCESS. EXPERIMENTAL SUBJECTS WERE A GROUP OF NORMAL BUT INSTITUTION-REARED INFANTS (1 1/2 TO 5 MONTHS OLD) WITH A CONTROL GROUP OF 43 WHO HAD BEEN SPECIALLY TRAINED. ONCE A WEEK EACH BABY WAS BROUGHT TO THE TESTING ROOM AND GIVEN 3 OPPORTUNITIES TO RESPOND TO THE PRESENTATION OF THE TEST OBJECT. EACH WAS THEN GIVEN THE OBJECT-IN-HAND TEST. SOME OF THE INFANTS HAD BEEN REARED UNDER CONDITIONS DESIGNED TO ACCELERATE SENSORIMOTOR DEVELOPMENT. THESE SUBJECTS SHOWED PRECOCIOUS VISUALLY-DIRECTED REACHING AND HEIGHTENED VISUAL ATTENTIVENESS DEMONSTRATING A FUNCTIONAL RELATIONSHIP BETWEEN REARING CONDITIONS AND DEVELOPMENTAL PROCESSES. THE RESULTS OF THE STUDY SUPPORT PIAGET'S THEORY OF SEQUENTIAL DEVELOPMENT AND RECIPROCAL COORDINATION BUT SUGGEST THAT (1) MANY MORE INFANT RESPONSES ARE IDENTIFIABLE AND (2) THAT ENVIRONMENT CAN AFFECT THE RATE OF SENSORIMOTOR DEVELOPMENT. (MS)

**ED 016 512** **PS 000 249**

*WYLIE, JOANNE, ED.*

**A CREATIVE GUIDE FOR PRESCHOOL TEACHERS. GOALS, ACTIVITIES, AND SUGGESTED MATERIALS FOR AN ORGANIZED PROGRAM.**

PUB DATE 66

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CHILDHOOD NEEDS, *CURRICULUM PLANNING, *PRESCHOOL EDUCATION, *PROGRAM GUIDES, *TEACHING GUIDES, ACTIVITIES, CURRICULUM GUIDES, EMOTIONAL EXPERIENCE, GOAL ORIENTATION, INTELLECTUAL EXPERIENCE, MANIPULATIVE MATERIALS, OBJECTIVES, PARENT SCHOOL RELATIONSHIP, PHYSICAL ENVIRONMENT, TEACHER ROLE,

THIS DOCUMENT IS A COMPREHENSIVE MANUAL FOR THE IMPLEMENTATION OF A NURSERY OR PRESCHOOL PROGRAM. EMPHASIZING THE PHYSICAL, INTELLECTUAL, AND EMOTIONAL NEEDS OF THE 4-YEAR-OLD, THIS MANUAL DELINEATES THE GOALS OF A PRESCHOOL PROGRAM AND SUGGESTS THE MEANS OF ACHIEVING THEM. IT CONSIDERS IN SOME DEPTH SPECIFIC AREAS OF THE PRESCHOOL CURRICULUM, NAMELY, (1) PLAY IN THE CLASSROOM AND ON THE PLAYGROUND, (2) LANGUAGE ARTS, (3) ARTS AND CRAFTS, (4) MUSIC, (5) MATHEMATICS, (6) SCIENCE, AND (7) HEALTH. BESIDES A WELL-DEVELOPED, MEANINGFUL CURRICULUM, THE TEACHER IS A MOST IMPORTANT ELEMENT OF THE PRESCHOOL PROGRAM. SHE IS EXPECTED TO DEMONSTRATE A GREAT INSIGHT AND UNDERSTANDING IN DEALING WITH HER 4-YEAR-OLDS AND THEIR WIDE RANGE OF PERSONALITIES AND FEELINGS. MUCH OF THE SUCCESS OF IMPLEMENTING THE CURRICULUM WILL DEPEND ON HER FEELING FOR WHEN AND HOW THE VARIOUS ACTIVITIES ARE TO BE PRESENTED. THE PRESCHOOL PROGRAM IS ESSENTIALLY A SOCIAL STUDIES PROGRAM, NOT AN INTENSE ACADEMIC EXPERIENCE. IT MUST BE DESIGNED AND ADMINISTERED TO DEVELOP EFFICIENTLY AND POSITIVELY THE PUPIL'S INDIVIDUAL AND SOCIAL PERSONALITY. THIS DOCUMENT IS AVAILABLE FROM WESTERN PUBLISHING EDUCATION, RACINE, WISCONSIN. (WD)

**ED 016 513** **PS 000 266**

*HOOPES, JANET L.*

**AN INFANT RATING SCALE, ITS VALIDATION AND USEFULNESS.**

CHILD WELFARE LEAGUE OF AMERICA INC., NEW YORK, N.Y

REPORT NUMBER CD-15

PUB DATE JAN 67

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADOPTION, *CHILD DEVELOPMENT, *INFANT BEHAVIOR, *RATING SCALES, *SCREENING TESTS, CHILDRENS AID SOCIETY OF PENNSYLVANIA, ENVIRONMENTAL INFLUENCES, HEREDITY, INFANTS, INTELLIGENCE FACTORS, LONGITUDINAL STUDIES, PREGNANCY, PROGNOSTIC TESTS,

IT IS GENERALLY RECOGNIZED THAT COMPATIBILITY IN ADOPTION DEPENDS ON A SOUND EVALUATION OF THE ADOPTIVE PARENTS AND OF THE INFANT AND THAT THE BEST INTERESTS OF THE CHILD ARE SERVED BY EARLY PLACEMENT IN A PERMANENT HOME. EARLY ASSESSMENT OF THE INFANT, ON WHICH PROPER PLACEMENT IS DEPENDENT, MUST BE PRIMARILY PREDICTIVE. HOWEVER, EXISTING INFANT TESTS HAVE BEEN FOUND TO BE UNSATISFACTORY PREDICTORS OF SUBSEQUENT DEVELOPMENT. THEREFORE, THE INFANT RATING SCALE, FOR USE WITH INFANTS UNDER 3 MONTHS OF AGE, WAS DEVISED IN ORDER TO FACILITATE THE ACCELERATION OF ADOPTION PROCEDURES. THIS INSTRUMENT SCALES (1) INTELLIGENCE OF THE NATURAL PARENTS, (2) PRENATAL MEDICAL INFORMATION ON THE MOTHER, (3) INFORMATION CONCERNED WITH BIRTH AND DELIVERY, (4) EARLY BEHAVIOR OF THE INFANT, AND (5) MEDICAL CONDITION AND PROGRESS OF THE INFANT. THE INFANT RATING SCALE WAS ADMINISTERED TO 114 INFANTS, AND ITS EFFECTIVENESS AS A PREDICTOR OF SUBSEQUENT DEVELOPMENT WAS EXPLORED IN A LONGITUDINAL FOLLOW-UP STUDY OF 73 OF THESE CHILDREN AT APPROXIMATELY 4.5 YEARS OF AGE. THE RESULTS OF THIS STUDY ESTABLISHED THE RELIABILITY AND VALIDITY OF THE INFANT RATING SCALE AND ITS USEFULNESS AS A SCREENING MEASURE FOR PURPOSES OF EARLY PLACEMENT FOR ADOPTION. DETAILED STATISTICS ARE PRESENTED IN 40 TABLES, AND AN APPENDIX CONTAINS THE FORMS USED IN THE ADMINISTRATION OF THE SCALE. THIS DOCUMENT IS AVAILABLE FROM CHILD WELFARE LEAGUE OF AMERICAN, INC., 44 EAST 23RD STREET, NEW YORK, N. Y. 10010 FOR $3.00. (JS)

**ED 016 514** PS 000 299
*KLAUS, RUPERT A. GRAY, SUSAN W.*
**THE EARLY TRAINING PROJECT FOR DISADVANTAGED CHILDREN--A REPORT AFTER FIVE YEARS.**
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
PUB DATE SEP 67
EDRS PRICE MF-$0.50 HC-$2.80 68P.

DESCRIPTORS *ACHIEVEMENT GAINS, *CULTURALLY DISADVANTAGED, *EARLY EXPERIENCE, *ENRICHMENT PROGRAMS, *LONGITUDINAL STUDIES, CONTROL GROUPS, DISADVANTAGED ENVIRONMENT, GATES READING READINESS TEST, HOME VISITS, ITPA, LEARNING MOTIVATION, METROPOLITAN ACHIEVEMENT TEST, NEGROES, PPVT, PRESCHOOL CHILDREN, STANFORD BINET, TEST RESULTS, TRAINING OBJECTIVES EXPERIMENTAL GROUPS, WECHSLER INTELLIGENCE SCALE,

THE EARLY TRAINING PROJECT IS A FIELD RESEARCH STUDY WHICH IS CONCERNED WITH THE PROBLEM OF THE PROGRESSIVE RETARDATION OF THE CULTURALLY DEPRIVED IN THE PUBLIC SCHOOLS. THE CHILDREN INVOLVED IN THE STUDY WERE ALL NEGRO. FROM A GROUP OF 61 CULTURALLY DEPRIVED NEGRO PRESCHOOL CHILDREN, 3 GROUPS WERE CONSTITUTED BY RANDOMIZATION. THE FIRST OF THESE ATTENDED A 10-WEEK PRESCHOOL OVER A PERIOD OF 3 SUMMERS. IN ADDITON THIS GROUP HAD 3 YEARS OF WEEKLY CONTACTS IN THE HOME WITH A CERTIFIED ELEMENTARY SCHOOL TEACHER. THE SECOND GROUP RECEIVED 2 SUMMERS OF SPECIAL EXPERIENCE PLUS 2 YEARS OF CONTACTS WITH AN ELEMENTARY TEACHER IN THE HOME. A THIRD GROUP BECAME THE LOCAL CONTROL GROUP. ANOTHER CONTROL GROUP WAS FROM A CITY 60 MILES DISTANT. THE GENERAL PROGRAM CENTERED AROUND ACHIEVEMENT MOTIVATION AND APTITUDE FOR ACHIEVEMENT. TEST RESULTS SHOWED THAT GAINS TENDED TO BE MAINTAINED AT A SIGNIFICANT LEVEL FOR 4 YEARS. IN SPITE OF THE FACT THAT PUBLIC SCHOOLS HAVE NOT BEEN ABLE TO SUSTAIN ADEQUATELY THE GAINS WHICH MAY HAVE BEEN MADE IN THE EARLY INTERVENTION PROGRAM, IT SEEMS POSSIBLE THAT A PROGRAM PLANNED WITH THESE CHILDREN'S DEFICITS IN MIND COULD HAVE A LASTING EFFECT. (CO)

**ED 016 515** PS 000 319
*CHARLESWORTH, ROSALIND HARTUP, WILLARD W.*
**POSITIVE SOCIAL REINFORCEMENT IN THE NURSERY SCHOOL PEER GROUP.**
EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS *BEHAVIOR PATTERNS, *OBSERVATION, *PEER RELATIONSHIP, *POSITIVE REINFORCEMENT, *PRESCHOOL CHILDREN, ANALYSIS OF VARIANCE, NURSERY SCHOOLS, PEER GROUPS, REACTIVE BEHAVIOR, SKINNER, SOCIAL DEVELOPMENT, SOCIAL INFLUENCES, SOCIAL RELATIONS,

FOR 5 WEEKS, 2 OBSERVERS MADE DAILY VISITS TO A LABORATORY PRESCHOOL TO COLLECT INFORMATION ON THE AMOUNT AND KINDS OF POSITIVE SOCIAL REINFORCEMENT CHILDREN GIVE TO EACH OTHER IN NURSERY SCHOOL. SEVENTY CHILDREN (AGED 3 YEARS 4 MONTHS TO 4 YEARS 9 MONTHS) WERE GROUPED INTO 2 OLDER AND 2 YOUNGER CLASSES. EACH CHILD WAS OBSERVED IN RANDOM ORDER FOR 3-MINUTE PERIODS AT 12 DIFFERENT TIMES. OBSERVATIONS WERE RECORDED IN PRESET PROTOCOLS CODED IN 4 CATEGORIES ACCORDING TO KINDS OF REINFORCEMENT, (1) GIVING POSITIVE ATTENTION AND APPROVAL, (2) GIVING AFFECTION AND PERSONAL ACCEPTANCE, (3) SUBMISSION, AND (4) TOKEN GIVING. ANALYSIS OF VARIANCE OF THE DATA SHOWED THAT 4-YEAR-OLDS HAD A SIGNIFICANTLY HIGHER RATE OF POSITIVE SOCIAL REINFORCEMENT IN A WIDER DISTRIBUTION THAN DID 3-YEAR-OLDS. REINFORCEMENT OVERTURES OCCURRED MOST FREQUENTLY DURING SUCH DRAMATIC PLAY ACTIVITIES AS PLAYING HOUSE OR PLAYING WITH BLOCKS, TRUCKS, AND PUPPETS. SUPPORT GIVEN RELATED POSITIVELY TO THE AMOUNT RECEIVED AND USUALLY SUSTAINED ONGOING BEHAVIOR. INVESTIGATORS CONCLUDED THAT THERE IS A MARKED INCREASE IN A CHILD'S USE OF GENERALIZED SOCIAL REINFORCERS DURING PRESCHOOL YEARS AND THAT A WIDE VARIETY OF POSITIVE RESPONSES ARE USED. THIS ARTICLE IS PUBLISHED IN "CHILD DEVELOPMENT," VOLUME 38, NUMBER 4, DECEMBER, 1967. (MS)

**ED 016 516** PS 000 328
*MILLER, JACK W.*
**DEVELOPMENT OF CHILDREN'S ABILITY TO COORDINATE PERSPECTIVES.**
PUB DATE 09 FEB 68
EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS *CONCEPT FORMATION, *GEOGRAPHIC CONCEPTS, *MEASUREMENT INSTRUMENTS, AERA, MAP SKILLS, MEASUREMENT TECHNIQUES, MODELS, PERCEPTUAL MOTOR COORDINATION, PERSPECTIVE ABILITY TEST, PIAGET, STATISTICAL ANALYSIS, TIME PERSPECTIVE,

THE PERSPECTIVE ABILITY TEST INVOLVED 285 CHILDREN BETWEEN 66 AND 155 MONTHS OF AGE. TO MEASURE ABILITY TO COORDINATE PERSPECTIVE, THE RESEARCHER BUILT A CIRCULAR TABLE WITH AN ISLAND DISC MODELED AND PAINTED TO REPRESENT WATERS AND MOUNTAINOUS LAND. TWENTY COLOR PHOTOGRAPHS WERE TAKEN FROM DIFFERENT EQUALLY SPACED VANTAGE POINTS. THE SUBJECTS WERE ASKED TO STAND IN ONE PLACE AND INDICATE WHERE THE CAMERA HAD TO HAVE BEEN WHEN A PARTICULAR PICTURE WAS TAKEN. THE DATA INDICATE THAT THERE WAS A PROGRESSION FROM HIGHER TO LOWER ERROR SCORES AS THE AGE OF THE CHILDREN INVOLVED INCREASED. THE TEST APPEARED TO BE A REASONABLY RELIABLE AND PRECISE INSTRUMENT FOR ASSESSING CHANGE IN ABILITY TO COORDINATE PERSPECTIVES AS THE CULMINATION OF DEVELOPMENTAL PROCESSES. AT THE TIME OF THE STUDY RESEARCH WAS UNDERWAY FOR FURTHER INVESTIGATION OF NORMAL TRENDS AND VARIABILITY IN TIME REQUIRED FOR ACQUISITIONS OF SPATIAL ABILITY AND DETERMINING THE FEASIBILITY OF SPECIAL TRAINING TO ACCELERATE OR MAKE MORE PRECISE THE ABILITY TO COORDINATE PERSPECTIVES. (CO)

**ED 016 517** PS 000 330
*ANDREWS, FRANCES M. DEIHL, NED C.*
**DEVELOPMENT OF A TECHNIQUE FOR IDENTIFYING ELEMENTARY SCHOOL CHILDREN'S MUSICAL CONCEPTS. FINAL REPORT.**
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER BR-5-0233
PUB DATE SEP 67
CONTRACT OEC-6-10-002
EDRS PRICE MF-$0.75 HC-$7.80 193P.

DESCRIPTORS *ELEMENTARY SCHOOL STUDENTS, *FUNDAMENTAL CONCEPTS, *MEASUREMENT INSTRUMENTS, *MUSIC, *MUSIC EDUCATION, BATTERY OF MUSICAL CONCEPT MEASURES, COGNITIVE MEASUREMENT, CONCEPT FORMATION, CURRICULUM DEVELOPMENT, MUSIC TECHNIQUES, PENNSYLVANIA, STATISTICAL ANALYSIS, STIMULUS DEVICES,

CURRENT LITERATURE RELEVANT TO MUSIC EDUCATION OF CHILDREN STRESSES THE IMPORTANCE OF CURRICULUM DEVELOPMENT BASED ON A CONCEPTUAL APPROACH TO MUSIC LEARNING. THERE BEING LITTLE UNDERSTANDING OF CHILDREN'S CONCEPTS OF BASIC MUSICAL ELEMENTS ON WHICH TO FOUND SUCH CURRICULUM DEVELOPMENT, AN INSTRUMENT WAS DEVELOPED TO IDENTIFY THE IDEAS REGARDING PITCH, DURATION, AND LOUDNESS WHICH ARE POSSESSED BY CHILDREN. TWO GROUP MEASURES ELICITING WRITTEN RESPONSES TO (1) WRITTEN STIMULI AND (2) MULTIDIMENSIONAL MUSICAL STIMULI WERE DEVISED. IN ADDITION, 2 INDIVIDUAL MEASURES REQUIRING (1) THE MANIPULATION OF ELEMENTARY

SOUND PRODUCING INSTRUMENTS AND (2) OVERT MOVEMENT IN RESPONSE TO MUSICAL STIMULI WERE FORMULATED. AFTER PILOT TESTING AND DEVELOPMENT, THIS INSTRUMENT WAS EMPLOYED IN A STUDY OF FOURTH-GRADE CHILDREN. THE GROUP MEASURES WERE ADMINISTERED TO 429 SUBJECTS AND THE INDIVIDUAL MEASURES TO 214 SUBJECTS. DERIVED SCORES, STATISTICAL EVALUATIONS, AND CORRELATIONS WITH IQ AND READING SCORES (REPORTED IN 61 TABLES) DEMONSTRATE THAT, ALTHOUGH FURTHER REFINEMENT IS NEEDED BEFORE IT WILL BE USEABLE FOR PRACTICAL PURPOSES, THE INSTRUMENT IS ADEQUATE FOR RESEARCH PURPOSES. THE DEVELOPMENT OF THIS MEASURE HAS SUGGESTED SEVERAL AREAS IN WHICH THE NEED FOR FURTHER RESEARCH IS INDICATED. (JS)

**ED 016 518** 24 PS 000 331
*WITRYOL, SAM L.*
**DISCRIMINATION LEARNING, PROBLEM SOLVING, AND CHOICE PATTERNING BY CHILDREN AS A FUNCTION OF INCENTIVE VALUE, MOTIVATION, AND SEQUENTIAL DEPENDENCIES. FINAL REPORT.**
CONNECTICUT UNIV., STORRS
REPORT NUMBER CRP-2512-FR
REPORT NUMBER BR-5-0331-FR
PUB DATE 30 JUN 67
CONTRACT OEC-SAE-5-10-017
**EDRS PRICE MF-$0.50 HC-$3.68 90P.**

DESCRIPTORS *DISCRIMINATION LEARNING, *MOTIVATION TECHNIQUES, *PROBLEM SOLVING, *REWARDS, CONFLICT RESOLUTION, CONN, INCENTIVE SYSTEMS, LEARNING MOTIVATION, MANSFIELD, REINFORCEMENT, SEQUENTIAL LEARNING, STORRS,

THE EXTENT TO WHICH INCENTIVES INFLUENCE CHILDREN'S LEARNING WAS STUDIED BY INVESTIGATORS AT THE UNIVERSITY OF CONNECTICUT. BOTH VERBAL AND MATERIAL REWARDS WERE OFFERED TO SELECTED GROUPS OF CHILDREN WHICH VARIED IN NUMBER FROM 48 TO 80 CHILDREN. A DIFFERENTIAL METHOD PERMITTED THE CHILDREN TO EXPLORE THE RANGE OF REWARDS SO THAT THE COMPARATIVE VALUE OF DIFFERENT INCENTIVES COULD BE DETERMINED. RESULTS SHOWED THAT INCENTIVES AFFECTED LEARNING POSITIVELY AND THAT CHILDREN WOULD PREFER VERBAL TO MATERIAL REWARDS WHEN GIVEN RELEVANT MOTIVATIONAL INSTRUCTIONS AND A FAVORABLE INCENTIVE SCHEDULE. THE NOVELTY OF UNEXPECTED REWARDS PROVIDED GREATER LEARNING INCENTIVE. HOWEVER, A DELAY IN RECEIVING REWARDS GENERALLY IMPAIRED LEARNING. ADDITIONAL STUDIES, USING THE SAME DIFFERENTIAL METHOD, SHOULD FURTHER CONSIDER THE SPECIFIC RELATIONSHIP OF REWARD TIMING AND TASK-RELEVANT INSTRUCTIONS TO MOTIVATION. DOCUMENT ED 010 530 WAS AN INTERIM REPORT OF THIS PROJECT. (MS)

**ED 016 519** 24 PS 000 333
*SCHWARTZ, JULIA B. DOUGLAS, NANCY J.*
**INCREASING THE AWARENESS OF ART IDEAS OF CULTURALLY DEPRIVED KINDERGARTEN CHILDREN THROUGH EXPERIENCES WITH CERAMICS. FINAL REPORT.**
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER BR-6-8647
PUB DATE JUN 67
CONTRACT OEC-2-7-068647-0335
**EDRS PRICE MF-$0.25 HC-$1.68 40P.**

DESCRIPTORS *ART EDUCATION, *HANDICRAFTS, *KINDERGARTEN CHILDREN, *TEACHING METHODS, ART ACTIVITIES, CULTURALLY DISADVANTAGED, FLORIDA, HEADSTART, LANGUAGE DEVELOPMENT, PERCEPTUAL MOTOR LEARNING, SCULPTURE, STUDENT TEACHER INTERACTION, SUMMER PROGRAMS, TAPE RECORDINGS,

THIS STUDY COVERED A PERIOD OF 8 WEEKS AND 14 SESSIONS. AN EXPERIMENTAL GROUP OF 29 5-YEAR-OLDS WAS TAUGHT BY AN EXPERIENCED EARLY CHILDHOOD AND ART EDUCATION TEACHER. A CONTROL GROUP OF 26 5-YEAR-OLDS WAS USED ONLY FOR MEASUREMENT OF NORMAL GROWTH DURING A BEGINNING AND A FINAL SESSION. THE PURPOSE OF THE STUDY WAS TO INCREASE MEANINGFUL LANGUAGE DEVELOPMENT AND AWARENESS OF CULTURALLY DEPRIVED CHILDREN TO SELECTED ART IDEAS THROUGH GUIDED PARTICIPATION. A NEW CERAMIC ART PIECE WAS SHARED WITH THE EXPERIMENTAL GROUP AT EACH OF THE 14 SESSIONS. THESE WORKS REPRESENTED A VARIETY OF IDEAS, FROM THE SIMPLE PIECES BY COLLEGE STUDENTS TO WORKS BY PROFESSIONALS AND INCLUDING 2 PIECES FROM OTHER CULTURES. CLAY FOR MODELING WAS PLACED ON THE WORK AREA IN THE BACK OF THE ROOM. QUESTIONS POSED AND DISCUSSED WERE BASED ON 4 BASIC ART IEDEAS, (1) WHAT IS IT, (2) WHO DID IT, (3) HOW DID HE DO IT, AND (4) COULD HE DO IT WITH AN ALTERNATE MATERIAL. TAPE RECORDINGS WERE MADE OF EACH SESSION. THE CHILDREN WERE RATED ON VERBALIZATION AND CLAY PRODUCTS. ON THE POST-TEST THERE WAS A SIGNIFICANT GAIN IN FAVOR OF THE CONTROL GROUP ON VERBALIZATION SCORES AND THE ABILITY TO USE CLAY. (CO)

**ED 016 520** PS 000 341
*MOSS, MARGARET H.*
**PROJECT TOBI, THE DEVELOPMENT OF A PRE-SCHOOL ACHIEVEMENT TEST. FINAL REPORT.**
GEORGE WASHINGTON UNIV., WASHINGTON, D.C.
PUB DATE 31 OCT 67
**EDRS PRICE MF-$0.25 HC-$1.00 23P.**

DESCRIPTORS *ACHIEVEMENT TESTS, *LEARNING READINESS, *PRESCHOOL CHILDREN, *SOCIALLY DISADVANTAGED, *STANDARDIZED TESTS, EARLY EXPERIENCE, EDUCATIONAL IMPROVEMENT, HEADSTART, INSTRUMENTATION, MULTIPLE CHOICE TESTS, PRESCHOOL TESTS, TEST OF BASIC INFORMATION (TOBI),

THE TEST OF BASIC INFORMATION (TOBI) IS A 54-ITEM, MULTIPLE-CHOICE PICTURE TEST DEVELOPED TO MEASURE PREACADEMIC, SCHOOL-RELEVANT KNOWLEDGE. IT CAN BE USED TO ASSESS PROGRAM EFFECTIVENESS BY GIVING IT AS A PRE- AND POSTTEST. IT CAN BE ADMINISTERED INDIVIDUALLY, OR TO GROUPS OF UP TO 15 IF THERE IS 1 ADULT FOR 3 OR 4 CHILDREN, AND TAKES FROM 15 TO 30 MINUTES TO ADMINISTER. THE TEST ITEMS ARE URBAN-ORIENTED AND WERE SELECTED FROM A POOL OF 500. THE FINAL TEST STANDARDIZATION WAS BASED ON STAFF-ADMINISTERED TESTS OF A SAMPLE OF 539 DISADVANTAGED CHILDREN SELECTED FROM URBAN AREAS ACROSS THE COUNTRY. A KUDER-RICHARDSON 20 (KR 20) RELIABILITY OF .90 WAS OBTAINED, TOGETHER WITH A TEST-RETEST RELIABILITY OF .87. THE LAST IS QUITE UNUSUAL FOR A GROUP TEST OF 4-YEAR OLDS. THE TEST IS NOW AVAILABLE ONLY ON AN EXPERIMENTAL BASIS, BUT PUBLICATION IS BEING CONSIDERED. (DR)

**ED 016 521** 24 PS 000 343
*DICKEY, GEORGE*
**DEVELOPMENT OF AN ENLARGED MUSIC REPERTORY FOR KINDERGARTEN THROUGH GRADE SIX (JUILLIARD REPERTORY PROJECT). FINAL REPORT.**
JUILLIARD SCH. OF MUSIC, NEW YORK, N.Y.
REPORT NUMBER CRP-H-117
REPORT NUMBER BR-5-0219
PUB DATE DEC 67
CONTRACT OEC-5-10-014
**EDRS PRICE MF-$0.50 HC-$3.64 89P.**

DESCRIPTORS *CULTURAL ENRICHMENT, *ELEMENTARY SCHOOL STUDENTS, *INSTRUCTIONAL MATERIALS, *MUSIC EDUCATION, *PROGRAM IMPROVEMENT, JUILLIARD REPERTORY PROJECT, MATERIAL DEVELOPMENT, RESEARCH PROJECTS, STUDENT EVALUATION, TEACHER EVALUATION,

PERFORMANCE MATERIALS CURRENTLY AVAILABLE FOR USE IN ELEMENTARY SCHOOL MUSIC PROGRAMS DO NOT ADEQUATELY REPRESENT THE BODY OF SIGNIFICANT MUSIC WHICH IS A PART OF OUR CULTURAL HERITAGE. THE JUILLIARD REPERTORY PROJECT WAS ESTABLISHED TO FIND NEW MATERIALS, IN THE FORM OF GOOD MUSIC IN ITS ORIGINALLY COMPOSED STATE, SUITABLE FOR USE IN THE ELEMENTARY GRADES. EXPERT CONSULTANTS WERE ENGAGED TO COLLECT AND EVALUATE A GREAT QUANTITY OF INSTRUMENTAL AND VOCAL MUSIC FROM THE VARIOUS PERIODS OF MUSIC HISTORY (PRE-RENAISSANCE, RENAISSANCE, BAROQUE, CLASSICAL, ROMANTIC AND CONTEMPORARY) AND FROM THE INTERNATIONAL FOLK MUSIC REPERTORY OF ALL PERIODS. A PANEL OF MUSIC EDUCATORS REVIEWED THE SELECTIONS SUBMITTED BY THE CONSULTANTS AND RECOMMENDED CERTAIN ONES OF THEM FOR CLASSROOM TESTING. SEVEN DIVERSE PUBLIC SCHOOL SYSTEMS, EACH RECOGNIZED AS MAINTAINING A HIGH QUALITY OF MUSICAL INSTRUCTION, PARTICIPATED IN THE TESTING PROGRAM. EVALUATIONS OF TEACHER AND STUDENT RESPONSES TO THE TEST MATERIALS WERE SUBMITTED TO THE PROJECT STAFF. AN ANTHOLOGY OF WORKS SELECTED FROM THOSE TESTED IS TO BE PUBLISHED. INCLUDED IN THE PROJECT REPORT ARE (1) ACCOUNTS OF THE PROCEDURES EMPLOYED IN THE SELECTION OF SUITABLE WORKS FOR TESTING, (2) DESCRIPTIONS OF THE TESTING ENVIRONMENTS AND PROCEDURES, (3) EVALUATIVE REPORTS FROM PROJECT CONSULTANTS AND TESTERS, AND (4) A LIST OF THE MATERIALS PRODUCED BY THIS PROJECT. (JS)

**ED 016 522** PS 000 345
*DAY, DAVID E.*
**THE EFFECTS OF DIFFERENT LANGUAGE INSTRUCTION ON THE USE OF ATTRIBUTES OF PRE-KINDERGARTEN DISADVANTAGED CHILDREN.**
PUB DATE 09 FEB 68
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *DISADVANTAGED YOUTH, *LANGUAGE INSTRUCTION, *LANGUAGE SKILLS, *PROGRAM EFFECTIVENESS, *TEACHING PROCEDURES, AERA, ATLANTA, EDUCATIONALLY DI-

SADVANTAGED, GEORGIA, INNER CITY, LANGUAGE PATTERNS, LANGUAGE RESEARCH, PRESCHOOL CHILDREN, PRESCHOOL PROGRAMS,

THIS 10-MONTH STUDY WAS CONDUCTED TO COMPARE THE EFFECTIVENESS OF (1) A HIGHLY STRUCTURED TEACHING PLAN FOR LANGUAGE INSTRUCTION AND (2) A DEVELOPMENTAL, FLEXIBLE INSTRUCTIONAL APPROACH IN CORRECTING LANGUAGE DEFICIENCIES. THE EXPERIMENTAL CONDITIONS WERE ESTABLISHED CONSISTENT WITH THE RECOGNITION OF THE NEED TO INTERVENE EARLY IN THE DISADVANTAGED CHILD'S LANGUAGE DEVELOPMENT. NEAR THE END OF THE 10-MONTH LANGUAGE INSTRUCTION PROGRAM, THE CHILDREN OF BOTH GROUPS WERE ASKED TO DESCRIBE SEVERAL OBJECTS. THESE DESCRIPTIONS MAKE UP THE DATA THAT WAS SUBMITTED TO AN ANALYSIS BY 2 JUDGES USING A MODIFICATION OF SIEGEL'S SYSTEM FOR ORGANIZING LANGUAGE GROUPING PREFERENCE BEHAVIOR. THE JUDGES INDEPENDENTLY GROUPED THE CHILDREN'S DESCRIPTIONS INTO 4 CATEGORIES. (THERE WAS 90 PERCENT AGREEMENT BETWEEN THE JUDGES ON THE CLASSIFICATIONS.) THE CHILDREN'S DESCRIPTIONS PLACED IN CATEGORY 1, TOTAL LANGUAGE PRODUCTION, SHOWED NO SIGNIFICANT DIFFERENCE BETWEEN THE 2 GROUPS. CATEGORY 2, USE OF RELATIONAL-CONTEXTUAL WORDS, SHOWED THAT THE DEVELOPMENTAL GROUP DESCRIBED OBJECTS BY FUNCTION MORE THAN DID THE STRUCTURED GROUP. CATEGORY 3, CONCEPTUAL RESPONSES, INDICATED NO SIGNIFICANT DIFFERENCE BETWEEN GROUPS. CATEGORY 4, USE OF DESCRIPTIVE PART-WHOLE WORDS, SHOWED THAT THE STRUCTURED GROUP USED COLOR AND FORM DESCRIPTIONS MORE THAN DID THE DEVELOPMENTAL GROUP. IT WAS CONCLUDED THAT OVERALL THE STRUCTURED GROUP WAS MORE ADEPT AT USING LANGUAGE WITH CLARITY AND SPECIFICITY, THIS PAPER WAS PRESENTED AT THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, CHICAGO, ILLINOIS, FEBRUARY 9, 1968. (WD)

**ED 016 523** 24 PS 000 348
*DI LORENZO, LOUIS T. SALTER, RUTH*
**SECOND-YEAR REPORT ON AN EVALUATIVE STUDY OF PREKINDERGARTEN PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN.**
NEW YORK STATE EDUCATION DEPT., ALBANY
REPORT NUMBER BR-5-0540
PUB DATE 14 NOV 67
CONTRACT OEC-6-10-640
EDRS PRICE MF-$0.25 HC-$1.68 40P.

DESCRIPTORS *ACHIEVEMENT GAINS, *COMPARATIVE TESTING, *DISADVANTAGED YOUTH, *PRESCHOOL EVALUATION, *READINESS, COGNITIVE DEVELOPMENT, EARLY EXPERIENCE, FOLLOWUP STUDIES, ITPA, LANGUAGE DEVELOPMENT, LEARNING MOTIVATION, METROPOLITAN READINESS TESTS, NEW YORK, POST TESTING, PPVT, PRESCHOOL EDUCATION, PRETESTING, SOICOECONOMIC BACKGROUND, STANFORD BINET, STATISTICAL ANALYSIS, TEST RESULTS,

PREKINDERGARTENS IN 8 NEW YORK STATE SCHOOL SYSTEMS WERE EVALUATED TO FIND OUT IF THE CHILDREN INVOLVED SHOWED INCREASED CAPACITY TO LEARN, AND IMPROVEMENT IN LANGUAGE AND COGNITIVE SKILLS. 1010 DISADVANTAGED AND 225 NONDISADVANTAGED SUBJECTS WERE RANDOMLY ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS AND PRE- AND POST-TESTED WITH THE STANFORD-BINET AND THE PEABODY PICTURE VOCABULARY TEST. AT THE END OF THE PREKINDERGARTEN YEARS THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES WAS GIVEN, AND LATE IN THE KINDERGARTEN YEAR THE METROPOLITAN READINESS TESTS WERE USED TO SEE IF GAINS OBTAINED DURING PREKINDERGARTEN WERE SUSTAINED OR INCREASED. THE GENERAL CURRICULUM IN ALL PROGRAMS WAS THE SAME, BUT CERTAIN ACTIVITIES WERE ADDED TO SELECTED CLASSES. CHILDREN WHO WERE GIVEN READING READINESS INSTRUCTION OR LANGUAGE TRAINING SHOWED THE GREATEST GAINS. IMPLICATIONS ARE THAT THE MOST EFFECTIVE PREKINDERGARTEN PROGRAMS ARE THOSE WHOSE CONTENT IS DESIGNED TO DEVELOP COGNITIVE ACTIVITIES EFFECTIVE IN INCREASING LEARNING CAPACITIES. IT ALSO APPEARS THAT PREKINDERGARTEN EFFECTS WILL BE MOST LASTING IF SPECIAL PROGRAMMING FOR THE DISADVANTAGED IS CONTINUED INTO THE PRIMARY GRADES. THIS PAPER WAS PRESENTED AT THE 1967 ANNUAL CONVOCATION OF THE EDUCATIONAL RESEARCH ASSOCIATION OF NEW YORK STATE, NOVEMBER 14, 1967. (MS)

**ED 016 524** 24 PS 000 349
*KARNES, MERLE B. AND OTHERS*
**A COMPARATIVE STUDY OF TWO PRESCHOOL PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN--A HIGHLY STRUCTURED AND A TRADITIONAL PROGRAM.**
ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN
REPORT NUMBER BR-5-1181
PUB DATE AUG 66
CONTRACT OEC-6-10-235
EDRS PRICE MF-$0.50 HC-$4.52 111P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *COMPENSATORY EDUCATION, *CULTURALLY DISADVANTAGED, *HYPOTHESIS TESTING, *PRESCHOOL PROGRAMS, *PROGRAM EVALUATION, CASE STUDIES (EDUCATION), CHAMPAIGN, COGNITIVE DEVELOPMENT, EDUCATIONAL OBJECTIVES, FROSTIG, ILLINOIS, ITPA, LONGITUDINAL STUDIES, METROPOLITAN READINESS TEST, PPVT, PRESCHOOL CHILDREN, PSYCHOLINGUISTICS, READINESS, STANFORD BINET, URBANA, VISUAL PERCEPTION, VOCABULARY DEVELOPMENT,

THIS STUDY REPORTS THE FIRST PHASE OF A 5-YEAR LONGITUDINAL INVESTIGATION OF THE COMPARATIVE EFFECTIVENESS OF A HIGHLY STRUCTURED PRESCHOOL PROGRAM AND A TRADITIONAL NURSERY SCHOOL PROGRAM IN AMELIORATING THE LEARNING DEFECTS OF CULTURALLY DISADVANTAGED CHILDREN. THE HIGHLY STRUCTURED PROGRAM IS INTENDED TO OVERCOME PARTICULAR WEAKNESSES OF DISADVANTAGED CHILDREN, WITH PARTICULAR STRESS PLACED ON LANGUAGE SKILLS. THE 55 SUBJECTS WHO TOOK PART IN THE 2-MONTH STUDY WERE SELECTED FROM LOW SOCIOECONOMIC HOMES AND WERE ASSIGNED TO CLASSES IN SUCH A WAY THAT EXPERIMENTAL AND CONTROL GROUPS WERE MATCHED IN IQ, SEX, RACE, AND SOCIOECONOMIC STATUS. THE SUBJECTS WERE PRE- AND POSTTESTED WITH THE STANFORD-BINET INTELLIGENCE SCALE, THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, THE PEABODY PICTURE VOCABULARY TEST, AND THE FROSTIG DEVELOPMENTAL TEST OF VISUAL PERCEPTION, AND WERE POSTTESTED WITH THE METROPOLITAN READINESS TESTS. COMPARISONS INDICATED THAT (1) EXPERIMENTAL SUBJECTS SHOWED SIGNIFICANTLY GREATER PROGRESS IN MEASURED IQ, (2) OVERALL PROGRESS IN PSYCHOLINGUISTIC ABILITIES WAS ESSENTIALLY THE SAME FOR BOTH GROUPS, (3) THE CONTROL GROUP SHOWED SLIGHTLY HIGHER VOCABULARY GAINS, ALTHOUGH THE GROUPS DID NOT DIFFER SIGNIFICANTLY, (4) THE EXPERIMENTAL GROUP SHOWED GREATER GAINS IN VISUAL PERCEPTUAL DEVELOPMENT, AND (5) THE EXPERIMENTAL GROUP SCORED SIGNIFICANTLY HIGHER IN EACH AREA OF THE READINESS TESTS. THESE RESULTS SUGGEST THAT THE HIGHLY STRUCTURED PROGRAM IS MORE EFFECTIVE, BUT FINAL EVALUATION MUST AWAIT THE EVALUATION OF THE PERFORMANCE OF THE SUBJECTS IN SCHOOL. (DR)

**ED 016 525** PS 000 353
*PALMER, JUDITH*
**"PRE-SCHOOL" EDUCATION, PROS AND CONS. A SURVEY OF "PRE-SCHOOL" EDUCATION WITH EMPHASIS ON RESEARCH PAST, PRESENT, AND FUTURE.**
TORONTO BOARD OF EDUCATION (ONTARIO)
PUB DATE APR 66
EDRS PRICE MF-$0.25 HC-$1.15 27P.

DESCRIPTORS *LEARNING EXPERIENCE, *PRESCHOOL EDUCATION, *PRESCHOOL EVALUATION, *PROGRAM EFFECTIVENESS, *TEACHER EDUCATION, CANADA, CHILD DEVELOPMENT, CULTURALLY DISADVANTAGED, HISTORICAL REVIEWS, JUNIOR KINDERGARTENS, KINDERGARTEN, MIDDLE CLASS NORM, PRESCHOOL PROGRAMS, STUDENT MOTIVATION, TORONTO,

THIS REPORT WAS A SURVEY OF THE PROS AND CONS CONCERNING PRESCHOOL EDUCATION. THE INTRODUCTION WAS A DISCUSSION OF SOME OF THE HISTORY BEHIND THE PRESCHOOL PROGRAMS OF TODAY. IN THE NEXT PART OF THE REPORT IT WAS SUGGESTED THAT THE MOST IMPORTANT YEARS OF LEARNING ARE BETWEEN THE AGES OF 4 AND 6. JUNIOR KINDERGARTENS COULD THEREFORE HAVE GREAT IMPLICATIONS FOR THE CHILD'S FUTURE LEARNING PATTERN. YET, SOME EDUCATORS FEEL THAT PRESCHOOL IS NOT NECESSARY FOR THE MIDDLE-CLASS CHILD AND THAT KINDERGARTEN IS ADEQUATE. STILL OTHER EDUCATORS FEEL THAT IT IS THEIR RESPONSIBILITY TO PROVIDE STIMULATION AND GUIDANCE TO ALL PRESCHOOL-AGE CHILDREN. THERE HAVE BEEN CONFLICTING RESULTS IN STUDIES MADE. THESE COULD BE DUE TO THE VARIOUS TYPES OF CHILDREN, TEACHER-CHILD INTERACTION AND THE NATURE OF THE PROGRAM. DUE TO THE LACK OF CONCLUSIVE RESULTS, FURTHER RESEARCH TO DETERMINE THE VALUE OF HAVING A JUNIOR KINDERGARTEN WAS JUDGED TO BE NECESSARY. (CO)

**ED 016 526** PS 000 357
*PALMER, JUDITH A.*
**THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS.**
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$1.92 46P.

DESCRIPTORS *EDUCATIONAL STATUS COMPARISON, *PARENT INFLUENCE,

*PRESCHOOL CHILDREN, *PROGRAM EFFECTIVENESS, ACHIEVEMENT, CANADA, COMPARATIVE ANALYSIS, ELECTRONIC DATA PROCESSING, INTELLECTUAL DEVELOPMENT, LONGITUDINAL STUDIES, MEASUREMENT INSTRUMENTS, METROPOLITAN ACHIEVEMENT TEST, MIDDLE CLASS CULTURE, OTIS MENTAL ABILITY, PRESCHOOL EVALUATION, SOCIOECONOMIC BACKGROUND, TORONTO,

IN 1960 AT TORONTO, CANADA, A LONGITUDINAL STUDY OF ACHIEVEMENT WAS BEGUN IN JUNIOR KINDERGARTEN WITH 8,695 CHILDREN. THE OBJECTIVES OF THE STUDY WERE (1) TO EVALUATE THE EFFECT OF JUNIOR KINDERGARTEN ATTENDANCE ON THE ACHIEVEMENT AND DEVELOPMENT OF CHILDREN, AND (2) TO EXAMINE THE NATURE OF THE WORLD OF JUNIOR AND SENIOR KINDERGARTEN CHILDREN. THE DATA COLLECTED CONSISTED OF INFORMATION AND SCORES FROM (1) THE DRAW-A-CLASSROOM TEST, (2) THE PUPIL PROFILE FOLDER, (3) THE RATING QUESTIONNAIRE, (4) THE METROPOLITAN ACHIEVEMENT TEST, AND (5) THE OTIS QUICK-SCORING MENTAL ABILITY TEST. FOUR TABLES WERE MADE TO COMPARE JUNIOR KINDERGARTEN CHILDREN WITH SENIOR KINDERGARTEN CHILDREN WHO HAD NOT ATTENDED JUNIOR KINDERGARTEN. OF THOSE WHO DID NOT GO TO JUNIOR KINDERGARTEN, MATCH 1 INCLUDES CHILDREN WHOSE PARENTS CHOSE NOT TO SEND THEM TO JUNIOR KINDERGARTEN. MATCH 2 INCLUDES CHILDREN LIVING WHERE JUNIOR KINDERGARTEN WAS NOT AVAILABLE. STATISTICALLY, MATCH 1 SHOWED JUNIOR KINDERGARTEN TO BE A GREAT ADVANTAGE. MATCH 2 SHOWED LITTLE DIFFERENCE, AND IN SOME CASES THE JUNIOR KINDERGARTEN GROUP WAS ACTUALLY SURPASSED BY THE SENIOR KINDERGARTEN GROUP. A POSSIBLE EXPLANATION FOR THE INSIGNIFICANT DIFFERENCE SHOWN IN MATCH 2 IS THAT PARENTS OF THOSE SENIOR KINDERGARTEN CHILDREN HAD JUST ENOUGH SCHOOLING TO PLACE A HIGH VALUE ON EDUCATION. THE EFFECTS OF JUNIOR KINDERGARTEN DISAPPEAR IN ABOUT 4 YEARS. IF JUNIOR KINDERGARTEN IS TO HAVE A LASTING EFFECT, THEN THE ENTIRE SCHOOL PROGRAM SHOULD BUILD ON THIS EXPERIENCE. THE APPENDIX TO THIS DOCUMENT IS PS 000 358. (CO)

**ED 016 527** **PS 000 358**

*PALMER, JUDITH A.*

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS. APPENDIX.

TORONTO BOARD OF EDUCATION (ONTARIO)

PUB DATE JUN 66

EDRS PRICE MF-$0.50 HC-$2.64 64P.

DESCRIPTORS *ACHIEVEMENT GAINS, *COMPARATIVE ANALYSIS, *PARENTAL BACKGROUND, *TEST INTERPRETATION, *TESTS OF SIGNIFICANCE, LANGUAGE SKILLS, MEASUREMENT INSTRUMENTS, OCCUPATIONAL CHOICE, PERFORMANCE FACTORS, RATING SCALES, TEST RESULTS,

TEN TABLES, EACH WITH SEVERAL SUBDIVISIONS, WERE USED TO PRESENT THE VALUES OF "T" REPRESENTING THE DIFFERENCES BETWEEN MEANS FOR JUNIOR AND SENIOR KINDERGARTEN GROUPS (1) IN MATCH 1, (2) IN MATCH 2, (3) IN MATCH 1, ISOLATED FOR LANGUAGE, (4) IN MATCH 2, ISOLATED FOR LANGUAGE, (5) IN MATCH 1, ISOLATED FOR FATHERS' EDUCATIONS, (6) IN MATCH 2, ISOLATED FOR FATHERS' EDUCATIONS, (7) IN MATCH 1, ISOLATED FOR MOTHERS' EDUCATIONS, (8) IN MATCH 2, ISOLATED FOR MOTHERS' EDUCATIONS, (9) IN MATCH 1, ISOLATED FOR FATHERS' OCCUPATIONS, (10) IN MATCH 2, ISOLATED FOR FATHERS' OCCUPATIONS. THIS DOCUMENT IS THE APPENDIX TO PS 000 257 AND CONTAINS ONLY TABLES. (CO)

**ED 016 528 . 24** **PS 000 360**

*FRIEDMAN, STANLEY R.*

DEVELOPMENTAL LEVEL AND CONCEPT-LEARNING--A REPLICATION AND EXTENSION.

REPORT NUMBER BR-5-8022

REPORT NUMBER CRP-S-409

EDRS PRICE MF-$0.25 HC-$1.04 24P.

DESCRIPTORS *ABSTRACTION TESTS, *COGNITIVE DEVELOPMENT, *RECALL (PSYCHOLOGICAL), *RECOGNITION, CHILD DEVELOPMENT, COGNITIVE ABILITY, CONCEPT FORMATION, MENTAL DEVELOPMENT, PATTERNED RESPONSES, PROBLEM SOLVING,

TO VERIFY A PREVIOUSLY OBSERVED DEVELOPMENTAL INVERSION IN PROBLEM-SOLVING ABILITY AND TO EXPLORE PROBLEM-SOLVING STRATEGIES, RESEARCHERS GAVE A SET OF SEQUENTIAL-PATTERN RECOGNITION TESTS TO 316 CHILDREN, REPRESENTING NURSERY SCHOOL THROUGH SIXTH GRADE. EACH TEST CONSISTED OF FINDING TOKENS PLACED BEHIND 5 DOORS IN A PREDETERMINED PATTERN. THE CHILDREN WERE ALLOWED 50 TRIALS TO DISCOVER THE PATTERN. THE PERCENTAGE OF CHILDREN LEARNING EACH PATTERN SHOWS AN INCREASE FROM GRADE LEVEL TO GRADE LEVEL, EXCEPT FOR AN INVERSION AT GRADE 4. THIS INVERSION, WHICH WAS NOTED IN EARLIER WORK AND HAS BEEN SEEN BY SOME OTHER EXPERIMENTERS, MAY BE DUE TO INCOMPATIBLE RATES OF DEVELOPMENT OF INFORMATION-PROCESSING AND HYPOTHESIS-GENERATING ABILITIES USED IN PROBLEM SOLVING. THE STRATEGIES WHICH THE CHILDREN WERE USING WERE INFERRED FROM THE SEQUENCES OF THEIR CHOICES. YOUNG CHILDREN TENDED TO LOOK FOR THE PREVIOUS PATTERN IN A NEW TEST. AT ABOUT THE FIRST GRADE LEVEL THEY BEGIN TO ASSUME IT WILL BE DIFFERENT. IN GENERAL, YOUNGER CHILDREN TENDED TO USE SEQUENTIAL SEARCH PATTERNS. RANDOM SEARCHING APPEARS TO BE A LATER DEVELOPMENT. THE PATTERN 1, 3, 5 WAS EASIER TO IDENTIFY THAN THE PATTERN 3, 3, 5, BECAUSE THE CHILDREN SHOWED A PREFERENCE FOR HYPOTHESES LIKE 3, 3, 5, 5 OR 3, 5, 3, 5 AND WERE VERY RELUCTANT TO ABANDON THEM. FURTHER, WHEN THEY DID ABANDON THEM, THEY TENDED TO BEGIN SEARCHING RANDOMLY RATHER THAN TO MODIFY THE HYPOTHESIS. (DR)

**ED 016 529** **PS 000 367**

*WAX, ROSALIE H.*

THE WARRIOR DROPOUTS.

WASHINGTON UNIV., ST.LOUIS, MO.

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS *ADJUSTMENT PROBLEMS, *AMERICAN INDIANS, *CULTURE CONFLICT, *DROPOUTS, *SCHOOL HOLDING POWER, CULTURAL DIFFERENCES, CULTURAL ISOLATION, DISADVANTAGED YOUTH, DROPOUT CHARACTERISTICS, DROPOUT RESEARCH, EDUCATIONAL PROBLEMS, LAKOTA LANGUAGE, MIDDLE CLASS VALUES, PINE RIDGE RESERVATION, S.DAK, SIOUX INDIANS,

THE AMERICAN INDIAN SUBCULTURE, AS REPRESENTED IN THIS STUDY BY THE SIOUX OF THE PINE RIDGE RESERVATION IN SOUTH DAKOTA, EXPERIENCES PROBLEMS WITH ITS YOUTHS' BECOMING HIGH SCHOOL DROPOUTS. MANY OF THE REASONS FOR THIS PROBLEM PARALLEL THE PROBLEMS OF OTHER AMERICAN MINORITIES, NAMELY, (1) DISSIMILARITY BETWEEN THE VALUES OF THE MINORITY SUBCULTURE AND THAT OF THE MIDDLE-CLASS WHITE-CITIZEN ORIENTED SCHOOLS, AND (2) A SEEMING INABILITY OF THE SCHOOL SYSTEM TO BE CAPABLE OF THE FLEXIBILITY AND INSIGHT TO ADAPT THE INSTRUCTION AND THE FACILITIES TO THE NEEDS OF THE PUPILS. FOR EXAMPLE, THE SIOUX CULTURE INCULCATES IN ITS YOUTH THE VALUES OF INDEPENDENCE, VITALITY, PHYSICAL COURAGE, AND INTENSE LOYALTY TO PEERS, AMONG OTHERS. WHEN THE SIOUX YOUTH GOES OFF TO HIGH SCHOOL, WHICH IS GENERALLY A BOARDING SCHOOL, CONFLICTS DEVELOP. THE HIGH SCHOOL EXPECTS FROM STUDENTS OBEDIENCE, NARROW AND ABSOLUTE RESPECT FOR PROPERTY, AND ROUTINE AND DISCIPLINED CONDUCT. IN THE CLASH OF VALUES THAT FOLLOWS, THE SIOUX YOUTH BECOMES DISCONCERTED. HIS ADJUSTMENT PROBLEMS ARE ADDED TO BY RACIAL OR CULTURAL MISUNDERSTANDINGS AND BY LONELINESS. THE END RESULT FOR TOO MANY OF THE YOUTH IS THAT THEY DROP-OUT OF SCHOOL. THE QUESTION IS TO WHAT EXTENT WAS THE DECISION VOLUNTARY AND SELF-DETERMINED, AND TO WHAT EXTENT WAS IT FORCED UPON HIM BY AN INSENSITIVE SYSTEM. THIS ARTICLE IS A REPRINT FROM TRANS-ACTION, VOLUME 4, NUMBER 6, MAY, 1967. (WD)

**ED 016 530** **PS 000 371**

*REED, MILDRED A.*

WHERE IS DAY CARE HEADING.

SEATTLE DAY NURSEY ASSN., WASH.

PUB DATE 08 FEB 68

EDRS PRICE MF-$0.25 HC-$0.56 12P.

DESCRIPTORS *CHILD CARE CENTERS, *CHILDHOOD NEEDS, *DAY CARE SERVICES, *EDUCATIONAL LEGISLATION, *GOAL ORIENTATION, CHILD WELFARE, DAY CARE PROGRAMS, ECONOMICALLY DISADVANTAGED, FAMILY INVOLVEMENT, FEDERAL PROGRAMS, NEIGHBORHOOD CENTERS, PRESCHOOL EDUCATION, SEATTLE,

IN SEATTLE AND IN THE NATION, GOOD DAY CARE SERVICES MUST BE MADE MORE COMPREHENSIVE. A NARRATIVE OF THE EXPERIENCES OF THE SEATTLE DAY NURSERY ASSOCIATION SUGGESTS WAYS TO INITIATE AND SUSTAIN NEEDED CHILD CARE SERVICES. THESE SERVICES SHOULD BE AVAILABLE TO FAMILIES WITH VARYING INCOMES WHO PAY FEES ON A SLIDING SCALE. EMERGENCY HELP FOR FAMILIES IN A CRISIS SHOULD INCLUDE HOME CARE GIVEN AT NIGHT AS WELL AS DURING PARENT OR CHILD ILLNESS. A CHILD CARE REGISTRY MIGHT RETAIN SUCH TRAINED EMPLOYEES AS RETIRED COUPLES TO HELP CARE FOR CHILDREN FROM 3 P.M. TO 11 P.M., TEEN-AGERS TO CARE FOR YOUNGSTERS AFTER SCHOOL, AND MATURE WOMEN TO PROVIDE HOME NURSING. IT HAS PROVED SUCCESSFUL TO RECRUIT MOTHERS FROM HOUSING PROJECTS TO BE TRAINED IN DAY CARE FOR THE CHILDREN OF FAMILIES IN THE IMMEDIATE NEIGHBORHOOD. CONGRESSIONAL LEGISLATION MUST BE CHANGED SO THAT IT FACILITATES, BUT DOES NOT COMPEL, THE USE OF DAY CARE CENTERS BY POVERTY PROGRAM PARTICIPANTS. DAY CARE PROGRAMS MUST BE CAREFULLY PLANNED IF THEY ARE TO AVOID BEING MERELY CUSTODIAL. CASE HISTORIES RECORDED BY THE SEATTLE DAY NURSERY ASSOCIA-

TION ARE INCLUDED. THIS PAPER WAS DELIVERED AT THE ANNUAL MEETING OF THE SEATTLE DAY NURSERY ASSOCIATION (SEATTLE, FEBRUARY 8, 1968). (MS)

**ED 016 531 24 PS 000 372**
*PINNEAU, SAMUEL R. AND OTHERS*
**SUMMARY OF BEHAVIOR PATTERNS OF NORMAL CHILDREN.**
REPORT NUMBER CRP-S-023-SUMM
PUB DATE 66
CONTRACT OEC-4-10-33
EDRS PRICE MF-$0.25 HC-$0.44 9P.

DESCRIPTORS *BEHAVIOR CHANGE, *BEHAVIOR PATTERNS, *ELEMENTARY SCHOOL STUDENTS, *LONGITUDINAL STUDIES, *PRESCHOOL CHILDREN, ACHIEVEMENT RATING, AGE DIFFERENCES, BEHAVIOR RATING SCALES, BEHAVIORAL SCIENCE RESEARCH, CHILD DEVELOPMENT, FACTOR ANALYSIS, SEX DIFFERENCES,

THE INTENT OF THIS STUDY WAS TO DETERMINE THE PATTERNS OF BEHAVIOR OF NURSERY SCHOOL CHILDREN, AND TO DETERMINE HOW THESE ARE RELATED TO BEHAVIOR PATTERNS AND ACHIEVEMENT IN ELEMENTARY SCHOOL. IN 1930-1938, THE BEHAVIORS OF 138 NURSERY SCHOOL CHILDREN WERE CHARACTERIZED BY THEIR TEACHERS IN TERMS OF 61 MOLAR VARIABLES. SUBSAMPLES OF THIS GROUP WERE LATER RATED IN ELEMENTARY SCHOOL ON A SUBSET OF 20 BEHAVIORAL VARIABLES AND ON 6 ACHIEVEMENT MEASURES. PRINCIPLE COMPONENT FACTOR ANALYSIS WITH VARIMAX ROTATIONS WAS USED TO DETERMINE BEHAVIOR PATTERN FACTORS. TEN FACTORS, CONSISTING OF COMBINATIONS OF FROM 5 TO 12 OF THE BEHAVIORAL VARIABLES, WERE FOUND IN THE NURSERY SCHOOL SAMPLE. THESE COULD BE CHARACTERIZED BY SUCH TERMS AS EMOTIONAL REACTIVITY, SOCIABILITY, AND SOCIALIZATION. THE CONSISTENCY OF THE FACTORS WAS DEMONSTRATED BY PERFORMING INDEPENDENT ANALYSES ON HALVES OF THE BASIC SAMPLE. SEPARATE ANALYSES ON BOYS AND GIRLS FOUND SIMILAR FACTORS, BUT THEIR RELATIVE IMPORTANCE IN ACCOUNTING FOR BEHAVIOR VARIANCE DIFFERED. LONGITUDINAL STUDIES COMPARING 69 OF THE CHILDREN AT AGES 3 AND 4 1/2, AND SAMPLES OF 78, 61, AND 32 OF THE CHILDREN IN GRADES 1, 3, AND 5 FOUND SIMILAR BEHAVIOR PATTERNS. BUT SOME NEW FACTORS APPEARED IN THE OLDER CHILDREN. A COMPARISON OF THE NURSERY SCHOOL AND ELEMENTARY SCHOOL FACTORS INDICATED THAT ALTHOUGH THE FACTOR PATTERNS WERE MODERATELY CONSISTENT, THE RELATIVE RANKINGS OF THE INDIVIDUAL CHILDREN ON THE FACTORS EXHIBITED LITTLE CONSISTENCY. (THE FULL REPORT OF THIS STUDY IS PS 000 261.) (DR)

**ED 016 532 PS 000 378**
*SHER, ABIGAIL B. HORNER, VIVIAN M.*
**A TECHNIQUE FOR GATHERING CHILDREN'S LANGUAGE SAMPLES FROM NATURALISTIC SETTINGS.**
PUB DATE MAR 67
EDRS PRICE MF-$0.25 HC-$0.60 13P.

DESCRIPTORS *DATA COLLECTION, *ELECTRONIC EQUIPMENT, *LANGUAGE RESEARCH, *PRESCHOOL CHILDREN, *VERBAL COMMUNICATION, ECOLOGICAL FACTORS, KINEMATIX IMP 2, LANGUAGE STYLES, LANGUAGE USAGE, MICROPHONES, SOCIAL RELATIONS, TAPE RECORDINGS,

A MAIN CONCERN OF THE 2 STUDIES DESCRIBED IN THIS PAPER WAS TO DEVELOP A METHOD OF COLLECTING LANGUAGE SAMPLES OF CHILDREN. IN THE BELIEF THAT LANGUAGE SHOULD BE STUDIED AS A PART OF SOCIAL INTERACTION, THE CHILDREN'S SPEECH WAS RECORDED AS IT WAS BEING USED IN FAMILAR HOME AND SCHOOL SETTINGS. IN THE FIRST STUDY (TO AVOID INTRODUCING ALIEN ELEMENTS WHICH MIGHT HAVE MODIFIED NORMAL LANGUAGE) A TRANSMITTER WITH AN INTERNAL MICROPHONE WAS CONCEALED INSIDE A 3-YEAR-OLD CHILD'S CLOTHING. HE COULD MOVE ABOUT FREELY AS HIS CONVERSATIONS WERE BROADCAST TO A BATTERY-OPERATED RADIO AND RECORDED ON A TAPE RECORDER. IN THE SECOND STUDY, NURSERY SCHOOL SUBJECTS (AGED 4), EACH WORE A SMALL POCKETBOOK CONTAINING A TRANSMITTER. A MICROPHONE WAS CLIPPED TO THE POCKETBOOK'S SHOULDER STRAP, ABOUT 6 INCHES FROM THE CHILD'S MOUTH. FIVE MINUTE SPEECH SAMPLES WERE RECORDED EVERY 20 MINUTES OVER 2 MORNINGS FOR EACH CHILD. SOUNDS WERE TRANSMITTED TO A TUNER AND TAPED. AN ADVANTAGE OF THE METHODS OF COLLECTING LANGUAGE SAMPLES USED IN THESE STUDIES IS THAT THE RECORDINGS HAVE A POINT OF VIEW, WITH THE CHILD'S SPEECH RELATED TO ANOTHER PERSON'S. TRANSCRIPTS OF THE LANGUAGE SAMPLES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE BIENNIAL MEETINGS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT (NEW YORK CITY, MARCH, 1967). (MS)

**ED 016 533 PS 000 383**
*TOWLER, J.O.*
**TRAINING EFFECTS AND CONCEPT DEVELOPMENT--A STUDY OF THE CONSERVATION OF CONTINUOUS QUANTITY IN CHILDREN.**
PUB DATE 68
EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *COGNITIVE MEASUREMENT, *CONCEPT FORMATION, *EARLY CHILDHOOD, *MATHEMATICAL CONCEPTS, *TRANSFER OF TRAINING, COGNITIVE DEVELOPMENT, LEARNING PLATEAUS, MENTAL DEVELOPMENT, PIAGET, POST TESTING, PRETESTING, RETENTION, TRAINING TECHNIQUES,

A STUDY WAS CONDUCTED TO FIND OUT WHAT MENTAL PROCESSES ARE INVOLVED IN THE DEVELOPMENT OF THE CONCEPT OF CONSERVATION OF CONTINUOUS QUANTITY, AT WHAT AGES THESE PROCESSES ARE DEVELOPED IN CHILDREN, AND WHETHER THEY ARE ADEQUATELY EXPLAINED BY PIAGET'S THEORY. ONE HUNDRED 5.75 TO 7-YEAR-OLDS WITH A MEAN I.Q. OF 105 WERE PRETESTED AND CLASSIFIED AS CONSERVERS, NON-CONSERVERS, OR PARTIAL CONSERVERS. HALF OF THE NON-CONSERVERS AND HALF OF THE PARTIAL CONSERVERS WERE GIVEN 1 15-MINUTE TRAINING SESSION (USING CONTAINERS OF LIQUID) BASED ON THE THEORY THAT THE MENTAL PROCESSES NEEDED FOR CONSERVATION WERE (1) RECOGNITION OF IDENTITY (QUALITY OF QUANTITY REMAINS UNCHANGED EVEN IF TRANSFORMED, (2) A LOGICAL MULTIPLICATIVE OPERATION (ALTERATION IN HEIGHT OR WIDTH MIGHT BE COMPENSATED FOR BY THE OTHER), AND (3) OPERATIONAL REVERSIBILITY (QUANTITIES ARE UNCHANGED IN RECIPROCAL OPERATION). A MATCHED CONTROL GROUP HAD NO TRAINING. POSTTEST I (THE PRETEST) RESULTS SHOWED THAT ALL BUT 4 OF THE CHILDREN TRAINED WERE RECLASSIFIED AS CONSERVERS. A DIFFERENT POSTTEST GIVEN TO ALL 100 SUBJECTS SHOWED THAT CONSERVER LEARNING WAS RETAINED AND TRANSFERRED, SUGGESTING THAT 1 OR ALL OF THE SUGGESTED MENTAL PROCESSES MUST BE NEEDED AS PIAGET'S THEORY CLAIMS. HOWEVER, THEY MAY EXIST IN CHILDREN AT AGES EARLIER THAN PIAGET PREDICTED. (MS)

**ED 016 534 PS 000 384**
*O'DONNELL, ROY C.*
**AN OBJECTIVE MEASURE OF STRUCTURAL COMPLEXITY IN CHILDREN'S WRITING.**
PUB DATE 03 JAN 68
EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS *LANGUAGE DEVELOPMENT, *MATURITY TESTS, *MEASUREMENT INSTRUMENTS, *SYNTAX, *WRITTEN LANGUAGE, AERA, LANGUAGE ABILITY, LANGUAGE TESTS, OBJECTIVE TESTS, SENTENCE STRUCTURE, WRITING SKILLS,

AN INSTRUMENT FOR MEASURING LANGUAGE MATURITY SHOULD BE EASILY ADMINISTRABLE AND SCOREABLE AND SHOULD BE BASED ON VALID INDICES OF LANGUAGE MATURITY. A RECENT STUDY BY KELLOG W. HUNT SUGGESTED THAT THESE INDICES BE BASED ON A NEW SYNTACTIC UNIT, THE T-UNIT, CONSISTING OF 1 MAIN CLAUSE TOGETHER WITH ANY CLAUSES SUBORDINATED TO IT. COORDINATED MAIN CLAUSES, WHICH ARE USUALLY A SIGN OF IMMATURITY, WILL THUS HAVE NO EFFECT ON THE INDEX. HUNT'S STUDIES, BASED ON 1000-WORD SAMPLES, INDICATED THAT T-UNIT LENGTH, CLAUSE LENGTH, AND NUMBER OF CLAUSES PER T-UNIT INCREASED FROM GRADES 4 TO 12. TO SEE IF THE INDICES COULD BE RELIABLY COMPUTED FROM SHORTER SAMPLES, 80 CHILDREN IN GRADES 4, 6, AND 8 WERE ASKED TO REWRITE A NARRATIVE COMPOSED OF SIMPLE DECLARATIVE SENTENCES, COMBINING THESE INTO LONGER UNITS. ALSO, 69 CHILDREN IN GRADES 4, 8, AND 12 WERE ASKED TO REWRITE A STRUCTURALLY SIMPLIFIED EXPOSITORY ESSAY USING LONGER SENTENCES. OBSERVED INCREASES WITH GRADE IN THE CLAUSE LENGTH, T-UNIT LENGTH, AND NUMBER OF CLAUSES PER T-UNIT WERE STATISTICALLY SIGNIFICANT. BECAUSE OF THE INTERRELATION OF THE INDICES, T-UNIT LENGTH APPEARS TO BE THE MOST USEFUL INDEX. FURTHER REFINEMENT OF THE NARRATIVE AND THE ESSAY IS NECESSARY, TOGETHER WITH STUDIES TO DETERMINE THEIR GENERAL VALIDITY AND RELIABILITY. THE PAPER WAS PRESENTED AT THE ANNUAL MEETING OF AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, FEBRUARY 9, 1968. (DR)

**ED 016 535 24 PS 000 451**
*STEFFE, LESLIE P.*
**THE PERFORMANCE OF FIRST GRADE CHILDREN IN FOUR LEVELS OF CONSERVATION OF NUMEROUSNESS AND THREE IQ GROUPS WHEN SOLVING ARITHMETIC ADDITION PROBLEMS.**
WISCONSIN UNIV., MADISON
REPORT NUMBER UW-R/D-CENT-TR-14
REPORT NUMBER BR-5-0216-TR-14
PUB DATE DEC 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.50 HC-$2.76 67P.

DESCRIPTORS *GRADE 1, *INTELLIGENCE QUOTIENT, *NUMBER CONCEPTS, *PERFORMANCE, *PROBLEM SOLVING, ANALYSIS OF VARIANCE, ARITHMETIC, CONCEPT FORMATION, CORRELATION STUDIES, KUHLMAN ANDERSON INTEL-

LIGENCE TEST, PIAGET, RACINE, STIMULUS DEVICES,

ACCORDING TO PIAGET, THE CONCEPT OF CONSERVATION IS A PREREQUISITE TO MATHEMATICAL UNDERSTANDING. THIS STUDY SOUGHT TO DETERMINE WHETHER THE ABILITY OF FIRST GRADE CHILDREN TO SOLVE ADDITION PROBLEMS WAS DEPENDENT ON THEIR MASTERY OF CONSERVATION OF NUMEROUSNESS. SECONDARY PURPOSES WERE TO INVESTIGATE THE EFFECT IN PROBLEM STATEMENTS OF (1) PHYSICAL OR PICTORIAL AIDS, AND (2) THE PRESENCE OR ABSENCE OF TRANSFORMATIONS. A TEST OF CONSERVATION OF NUMEROUSNESS THAT DIVIDED CHILDREN INTO 4 LEVELS WAS DEVELOPED IN A PILOT STUDY. THE POPULATION FOR THE MAIN STUDY WAS 2,166 FIRST GRADE CHILDREN WHO HAD PROGRESSED THROUGH ABOUT 3/4 OF AN ARITHMETIC CURRICULUM. ALL WERE GIVEN AN IQ TEST, WHICH WAS USED TO DEFINE 3 IQ LEVELS, AND THEN 341 CHILDREN WERE RANDOMLY SELECTED AND GIVEN (1) THE CONSERVATION OF NUMEROUSNESS TEST, (2) A TEST WITH 18 ADDITION PROBLEMS, EACH HAVING EITHER (A) PHYSICAL, (B) PICTORIAL, OR (C) NO AIDS, AND EITHER HAVING OR LACKING A TRANSFORMATION, AND (3) A TEST OF ADDITION FACTS. AN ANALYSIS OF VARIANCE EVALUATIONS BASED ON A SUBSAMPLE OF 121 CHILDREN INDICATED THAT BOTH THOSE AT THE LOWEST LEVEL OF CONSERVATION MASTERY AND THOSE AT THE LOWEST IQ LEVEL PERFORMED SIGNIFICANTLY LESS WELL ON TESTS (2) AND (3) ABOVE. FOR THE PROBLEM-SOLVING TEST, PROBLEMS HAVING A TRANSFORMATION WERE SIGNIFICANTLY EASIER THAN THOSE WITHOUT, AND PROBLEMS HAVING NO AIDS WERE SIGNIFICANTLY HARDER THAN THOSE WITH PHYSICAL OR PICTORIAL AIDS. CORRELATION OF .49 WAS FOUND BETWEEN THE PROBLEM-SOLVING AND ADDITION FACTS TESTS, WHICH WAS FELT TO INDICATE THAT ACTUAL PROBLEM-SOLVING RATHER THAN SIMPLE DRILL WAS NECESSARY TO LEARNING ADDITION FACTS. (DR)

**ED 016 536** RC 000 715
*FIELDING, BYRON*
**HOW NEW MEXICO SCHOOLS ARE USING FEDERAL FUNDS TO MEET LOCAL NEEDS.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE SEP 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *BILINGUALISM, *EDUCATIONALLY DISADVANTAGED, *LANGUAGE ARTS, AMERICAN INDIANS, ANGLO AMERICANS, COMMUNICATION SKILLS, CULTURALLY DISADVANTAGED, EDUCATION, FEDERAL AID, FEDERAL PROGRAMS, MUSIC, NEEDS, NEW MEXICO, PRESCHOOL EDUCATION, PROJECTS, READING SKILLS, SCHOOL CONSTRUCTION, SPANISH AMERICANS, STUDENT TRANSPORTATION, TITLE 1 ESEA, VOCATIONAL EDUCATION,

TITLE I MONIES UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT WERE AVAILABLE FOR THE FIRST TIME DURING THE SCHOOL YEAR OF 1965-66. IN ORDER TO RECEIVE THE FUNDS FOR WHICH A LOCAL SCHOOL DISTRICT WAS ELIGIBLE UNDER THIS LAW, EACH DISTRICT HAS TO SUBMIT A PROJECT APPLICATION THAT WOULD MEET THE SPECIAL EDUCATIONAL NEEDS OF ITS EDUCATIONALLY DEPRIVED CHILDREN. AS A RESULT OF PLANNING AND ORGANIZATION, 89 OF THE 90 LOCAL SCHOOL DISTRICTS IN THE STATE OF NEW MEXICO IMPLEMENTED ONE OR MORE NEW PROGRAMS WHICH WERE SUPPORTED ENTIRELY BY TITLE I FUNDS. BECAUSE OF NEW MEXICO'S INDIAN, SPANISH, AND ANGLO CULTURES, TITLE I PROJECTS WERE TAILORED TO MEET A VARIETY OF LOCAL NEEDS. NEARLY EVERY SCHOOL DISTRICT IN NEW MEXICO USED SOME TITLE I MONEY FOR DEVELOPMENT OF READING SKILLS. SOME OF THE OTHER PROGRAMS DURING THE FIRST YEAR WERE IN THE AREAS OF MUSIC, VOCATIONAL EDUCATION, FOREIGN LANGUAGE, TRANSPORTATION, HEALTH SERVICE, PRESCHOOL EDUCATION, AND SCHOOL CONSTRUCTION. THIS ARTICLE APPEARS IN "NEA JOURNAL," VOL. 55, NO. 6, SEPTEMBER 1966, PP. 23-26. (ES)

**ED 016 537** RC 001 260
*ZINTZ, MILES V.*
**EDUCATION ACROSS CULTURES.**
PUB DATE 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *CULTURE CONFLICT, *EDUCATION, *ETHNIC GROUPS, *MINORITY GROUPS, *PROBLEMS, ACADEMIC ACHIEVEMENT, BIBLIOGRAPHIES, CHILDREN, COMMUNITY, CURRICULUM, ENGLISH (SECOND LANGUAGE), FAMILY (SOCIOLOGICAL UNIT), FLEXIBLE SCHEDULES, LISTENING SKILLS, REMEDIAL INSTRUCTION, RETARDATION, ROLE PERCEPTION, SCHOOL ATTITUDES, SPEAKING ACTIVITIES, UNIV. OF NEW MEXICO, VALUES,

PROBLEMS IN THE EDUCATION OF MINORITY ETHNIC GROUPS ARE THE SUBJECT OF THIS TEXT. LARGE POPULATIONS OF INDIANS, MEXICAN AMERICANS, AND SPANISH AMERICANS CONSTITUTE THE MINORITY GROUPS IN THE SIX SOUTHWESTERN STATES. A BASIC PURPOSE IN EDUCATING MINORITY GROUPS IS THE INCULCATION OF VALUES OF THE AMERICAN CULTURE. ONE MAJOR PROBLEM INVOLVES A LACK OF TEACHER SENSITIVITY TO THE SOCIO-CULTURAL DIFFERENCES THAT EXIST BETWEEN THEMSELVES AND THE CHILDREN THEY TEACH. TEACHERS MUST BECOME CONSCIOUS OF THE CHANGES NEEDED IN THE HEALTH, ECONOMY, AND EDUCATION OF THE MINORITY GROUP. THE INTER-DEPENDENCE OF LANGUAGE AND CULTURE AND THE MANY FACTORS INFLUENCING LEARNING ENGLISH AS A SECOND LANGUAGE ARE DESIGNATED AS FACTORS OF POOR ACHIEVEMENT. RECOMMENDED WAYS OF OVERCOMING EDUCATIONAL RETARDATION ARE PROFICIENT TEACHING OF ENGLISH AND REMEDIAL TEACHING. LISTENING SKILLS AND SPEAKING ACTIVITIES MUST FIRST BE REALIZED. THE APPENDICES CONTAIN SEVERAL AUTOBIOGRAPHIES, A GUIDE TO SOCIAL MORES OF THE NAVAJO, A READING LIST FOR RETARDED READERS, AND AN EXTENSIVE BIBLIOGRAPHY. THIS BOOK IS AVAILABLE FROM WILLIAM C. BROWN COMPANY, INC., DUBUQUE, IOWA. (JS)

**ED 016 538** RC 001 648
*ULIBARRI, HORACIO*
**EDUCATIONAL NEEDS OF THE MEXICAN-AMERICAN.**
NEW MEXICO STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 68
**EDRS PRICE MF-$0.25 HC-$0.92 21P.**

DESCRIPTORS *EDUCATIONAL NEEDS, *MEXICAN AMERICANS, ACCULTURATION, ACHIEVEMENT, ARIZONA, CALIFORNIA, CITIZEN PARTICIPATION, COLORADO, CROSS CULTURAL TRAINING, ECONOMICALLY DISADVANTAGED, EDUCATIONALLY DISADVANTAGED, ETHNIC GROUPS, JOB TRAINING, NEW MEXICO, OCCUPATIONS, PERSONALITY DEVELOPMENT, SELF CONCEPT, TEXAS, VALUES,

SINCE MANY MEXICAN-AMERICANS ARE VOCATIONALLY UNTRAINED AND FUNCTIONALLY ILLITERATE, THE PROBLEMS RELATED TO THEIR EDUCATION ARE ANALYZED THROUGH EXAMINATION OF EDUCATIONAL NEEDS IN RELATION TO OCCUPATIONAL SUCCESS, CITIZENSHIP PARTICIPATION, AND PERSONALITY FACTORS. OCCUPATIONAL SUCCESS IS OFTEN PREVENTED BY A DIRECT CONFLICT BETWEEN THE MEXICAN FOLK CULTURE AND THE AMERICAN LABOR FORCE DEMANDS. THIS CONFLICT ARISES FROM THEIR LACK OF COMPETITIVENESS, THEIR TIMIDITY, THEIR TIME ORIENTATION, AND THEIR LEVELS OF ASPIRATION. ALL NEED TO BE TAUGHT THEIR BASIC CIVIL RIGHTS AS U.S. CITIZENS, THE EXTENT OF THEIR PROTECTION UNDER THE LAW, AND THE SERVICES PROVIDED BY VARIOUS GOVERNMENT AGENCIES. SUCCESSFUL OPERATIONS WITHING THE SOCIO-CULTURAL MILIEU PRODUCE A POSITIVE SELF IMAGE WHILE LITTLE SUCCESS PRODUCES A NEGATIVE ONE. PROBLEMS OF ACCULTURATION ARE CAUSED BY THE DISFUNCTIONS BETWEEN THE SOCIAL SYSTEM IN WHICH THE INDIVIDUAL IS FORCED TO OPERATE AND THE VALUE SYSTEM TO WHICH HE IS COMMITTED. THESE POINTS SUMMARIZE THE EDUCATIONAL NEEDS OF THE MEXICAN-AMERICAN--EQUAL EDUCATIONAL OPPORTUNITY, INCLUSION OF SOCIO-CULTURAL FACTORS IN EDUCATIONAL PROGRAM DEVELOPMENT, WELL PREPARED TEACHERS, GOOD MATERIALS, BETTER APPROACHES, SMALL CLASSES, AND FINANCIAL SUPPORT. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (CL)

**ED 016 539** RC 001 905
*MAURER, WAYNE F.*
**ADULT EDUCATION FOR MIGRANT AND SEASONAL FARM WORKERS. PROJECT REPORT, JUNE 12 - SEPTEMBER 1, 1967.**
COLLIER COUNTY BOARD OF PUBLIC INST., NAPLES, FLA.
REPORT NUMBER OEO-PROJ-11-4010-67001
PUB DATE SEP 67
**EDRS PRICE MF-$0.50 HC-$4.12 101P.**

DESCRIPTORS *ADULT BASIC EDUCATION, *CURRICULUM, *MIGRANT ADULT EDUCATION, *MIGRANT WORKER PROJECTS, *ORGANIZATION, ADMINISTRATION, COLLIER COUNTY FLORIDA, CONSUMER ECONOMICS, COUNSELING SERVICES, EDUCATIONAL CERTIFICATES, EVERGLADES, GUIDANCE SERVICES, HOME ECONOMICS, IMMOKALEE, INDUSTRIAL ARTS, LANGUAGE ARTS, MIGRANT EDUCATION, MIGRANTS, NAPLES, SCHOOL SCHEDULES, SEASONAL LABORERS, SPECIAL SERVICES, STUDENT APPLICATION, TESTING PROGRAMS, VOCATIONAL EDUCATION,

THE CHIEF PURPOSE OF ADULT MIGRANT EDUCATION, AS DISCUSSED IN THIS REPORT, IS TO ELIMINATE POVERTY BY PREPARING THE MIGRANT FOR PROFITABLE PARTICIPATION IN SOCIETY. THE FLORIDA STATE DEPARTMENT OF EDUCATION STATES THAT THE PURPOSE

OF THE IMMOKALEE MIGRANT ADULT EDUCATION PROJECT IS TO PROVIDE ADULT BASIC EDUCATION AND PRE-VOCATIONAL EXPERIENCES FOR UNEMPLOYED MIGRANTS AND SEASONAL WORKERS. TO GAIN THIS END, 8 SPECIFIC PROJECT OBJECTIVES AND 10 CURRICULUM OBJECTIVES ARE DEFINED. CRITERIA FOR SELECTION OF STUDENTS, STIPEND INFORMATION, DAILY SCHEDULES, TEACHING OBJECTIVES IN THE SUBJECT AREAS OF LANGUAGE ARTS, INDUSTRIAL ARTS, HOME ECONOMICS, HEALTH AND SCIENCE, AND MATHEMATICS AND CONSUMER EDUCATION ARE PRESENTED. THE EDUCATIONAL PROGRAMS OF CURRICULUM, GUIDANCE, COUNSELING, TESTING, AND AUXILIARY SERVICES ARE OUTLINED. INCLUDED ARE CHARTS OF ADMINISTRATIVE ORGANIZATION, TEST DATA, ENROLLMENT AND ATTENDANCE OF STUDENTS AND STAFF. EXAMPLES OF APPLICATION BLANK, ENTITLEMENT QUESTIONNAIRE, CERTIFICATES OF MERIT, COMPLETION, AND RELEASE OF LIABILITY ARE INCORPORATED INTO THE REPORT. LISTS OF CONSULTANTS, ADVISORY COMMITTEES, PROJECT PUBLICITY, STAFF AND DIRECTOR SUMMARIZATION AND RECOMMENDATIONS ARE INCLUDED. (JH)

**ED 016 540** **RC 001 942**
*BENITENDI, WILMA LEE AND OTHERS*
**A HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING, 1967.**
WYOMING UNIV., LARAMIE, COLL. OF EDUC.
PUB DATE 67
EDRS PRICE MF-$0.50 HC-$4.60 113P.

DESCRIPTORS *CURRICULUM, *MEXICAN AMERICANS, *MIGRANT CHILD EDUCATION, *ORGANIZATION, ADMINISTRATION, ART, ATTENDANCE, BUS TRANSPORTATION, EVALUATION, FIELD TRIPS, HEALTH, LANGUAGE ARTS, LEARNING, LUNCH PROGRAMS, MATHEMATICS, MIGRANT HEALTH SERVICES, MIGRANTS, MUSIC, NEEDS, PHYSICAL EDUCATION, SAFETY, SOCIAL STUDIES. TITLE 1 ESEA,

A SURVEY MADE DURING THE SUMMER OF 1967 SHOWED THAT ALMOST ONE THOUSAND SCHOOL-AGE MIGRANT CHILDREN WERE IN THE STATE OF WYOMING FOR 6 TO 8 WEEKS DURING THE SUGAR BEET SEASON. THIS HANDBOOK, PREPARED FOR THE USE OF THOSE TEACHERS AND ADMINISTRATORS WHO WORK IN SUMMER SCHOOL PROGRAMS, IS DIVIDED INTO FIVE CHAPTERS. CHAPTERS 1 AND 2 DEAL WITH THE BACKGROUND OF MEXICAN AMERICAN MIGRANTS AND GIVE SUGGESTIONS FOR WORKING WITH BOTH MIGRANT PUPILS AND PARENTS. THE 3RD CHAPTER PRESENTS IN DETAIL THE ADMINISTRATION AND ORGANIZATION OF A SUMMER SCHOOL PROGRAM FOR THE MIGRANT CHILDREN. THE 4TH AND 5TH CHAPTERS INCLUDE GUIDELINES FOR TEACHERS OF MIGRANT CHILDREN AND A BASIC CURRICULUM TO BE USED IN THE MIGRANT SUMMER SCHOOLS. A SELECTED BIBLIOGRAPHY FOR TEACHING THE EDUCATIONALLY DISADVANTAGED IS INCLUDED. (ES)

**ED 016 541** **RC 001 944**
*PURDY, RALPH D.*
**FORCES AFFECTING LOCAL DISTRICT REORGANIZATION.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE JUN 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *EDUCATIONAL OPPORTUNITIES, *SCHOOL ORGANIZATION, *SCHOOL REDISTRICTING, ELEMENTARY SCHOOLS, PLANNING, SCHOOL DISTRICTS, SPECIAL EDUCATION, STATE SCHOOLS, TECHNICAL EDUCATION, VOCATIONAL EDUCATION,

TO PROVIDE COMPREHENSIVE EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN, REGARDLESS OF THEIR SOCIOECONOMIC STATUS, IS AN AMERICAN EDUCATIONAL GOAL, BUT THE EXISTING PATTERN OF ADMINISTRATIVE ORGANIZATIONAL STRUCTURES WITHIN MOST STATES IS INADEQUATE FOR MEETING THIS GOAL. WHILE NO UNIVERSALLY ACCEPTABLE SET OF STANDARDS IS AVAILABLE FOR REORGANIZING SCHOOL DISTRICTS, SOME EMPIRICAL DATA ARE AVAILABLE FOR PLANNING MORE ADEQUATE LOCAL SCHOOL DISTRICT STRUCTURES. TWO SEPARATE APPROACHES SEEM TO BE DEVELOPING WITHIN THE VARIOUS STATES. ONE IS THE FORMATION OF LOCAL SCHOOL DISTRICTS OF SUFFICIENT SIZE TO MEET THE EDUCATIONAL NEEDS OF ALL CHILDREN. THE OTHER IS TO MAKE LOCAL SCHOOL DISTRICTS AS LARGE AS PRACTICABLE, BUT TO ALLOCATE HIGH COST AND SPECIALIZED FUNCTIONS TO SOME TYPE OF REGIONAL AGENCY. ALTHOUGH SCHOOL DISTRICT REORGANIZATION IS NEEDED IN SEVERAL SECTIONS OF THE COUNTRY, THERE ARE MANY COUNTERFORCES WHICH TEND TO IMPEDE PROGRESS IN THIS AREA. THIS ARTICLE APPEARS IN THE "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT," VOL. 1, NO. 2, SUMMER 1967, PP. 85-91. (ES)

**ED 016 542** **RC 002 024**
*OTT, ELIZABETH*
**THE LANGUAGE AND READING EDUCATION PROGRAM OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY.**
PUB DATE 04 JUL 67
EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS *CULTURE, *DISADVANTAGED YOUTH, *LANGUAGE, *SECOND LANGUAGE LEARNING, CULTURAL DIFFERENCES, ECONOMICALLY DISADVANTAGED, EDUCATIONALLY DISADVANTAGED, LANGUAGE ARTS, LANGUAGE DEVELOPMENT, LANGUAGE FLUENCY, LANGUAGE HANDICAPS, LANGUAGE SKILLS, MEXICAN AMERICANS, MINORITY GROUPS, MOBILITY, NEGROES, READING, SOCIAL DISADVANTAGEMENT,

THE BASIC CONCEPTS USED IN DEVELOPING THE LANGUAGE AND READING EDUCATION PROGRAM WERE--(1) ALL HUMAN ORGANISMS ARE ESSENTIALLY ALIKE AND THEREFORE MAN'S BASIC NEEDS ARE THE SAME, (2) FUNDAMENTAL LIKENESSES EXIST IN ALL CULTURES, (3) CHILDREN FIRST INTRODUCED TO THE DIMENSIONS OF THEIR OWN CULTURE ARE READY TO MOVE TOWARD UNDERSTANDING THE OTHER CULTURES, AND (4) LANGUAGE IS A SPECIAL WAY OF LOOKING AT THE WORK AND COMMUNICATING THIS WORLD TO OTHERS. MATERIALS FOR THIS PROGRAM ARE TO BE ESPECIALLY DESIGNED TO ATTACK THE LANGUAGE PROBLEMS OF LINGUISTICALLY HANDICAPPED CHILDREN OF THE SOUTHWEST. BY FOCUSING ATTENTION ON SPECIFIC GROUPS WHO SUFFER THE MOST IN TERMS OF LANGUAGE DEPRIVATION, IT HAS BEEN POSSIBLE TO IDENTIFY THE LINGUISTIC CHARACTERISTICS WHICH CAUSE LEARNING DIFFICULTIES. IN ORDER TO EVALUATE THIS PROGRAM, THE FOLLOWING AREAS ARE PROPOSED AS BASES FOR FORMULATING HYPOTHESES WHICH WILL BE TESTED LATER--(1) PRIMACY OF ORAL LANGUAGE DEVELOPMENT, (2) MEANINGFUL CONTENT, (3) LANGUAGE SKILLS, AND (4) CULTURAL UNDERSTANDING. THIS SPEECH WAS DELIVERED AT A WORKING CONFERENCE ON RESEARCH AND ACTIVITY IN THE LANGUAGE ARTS FOR THE PRE-PRIMARY/PRIMARY CULTURALLY DIVERSE NON-ENGLISH SPEAKING CHILD, ALBUQUERQUE, NEW MEXICO, JUNE 4-6, 1967. (ES)

**ED 016 543** **RC 002 030**
*BREATHITT, EDWARD T.*
**THE PEOPLE LEFT BEHIND, A REPORT BY THE PRESIDENT'S NATIONAL ADVISORY COMMISSION ON RURAL POVERTY.**
NATIONAL ADVISORY COMMISSION ON RURAL POVERTY
PUB DATE SEP 67
EDRS PRICE MF-$0.75 HC-$6.76 167P.

DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *HEALTH SERVICES, *RURAL AREAS, *RURAL EDUCATION, COMMUNITY, COMMUNITY DEVELOPMENT, DEPRESSED AREAS (GEOGRAPHIC), DEVELOPMENT, ECONOMICALLY DISADVANTAGED, FAMILY PLANNING, GOVERNMENT ROLE, HEALTH NEEDS, HOUSING, JOBS, LOW INCOME, MANPOWER DEVELOPMENT, MANPOWER UTILIZATION, NATURAL RESOURCES, OPPORTUNITIES, ORGANIZATION, RURAL DEVELOPMENT, RURAL POPULATION, UNEMPLOYMENT, WELFARE SERVICES,

OUR NATION IS PLAGUED WITH RURAL POVERTY EXTENDING THROUGH MOST AREAS OF OUR COUNTRY AND ENCOMPASSING SOME 14 MILLION RURAL PERSONS. THIS TOTAL NUMBER WOULD BE EVEN LARGER IF SO MANY RURAL PERSONS HAD NOT MIGRATED INTO THE URBAN AREAS OF OUR COUNTRY. THE RURAL POOR POPULATION IS CHARACTERIZED BY--LOW INCOME, A HIGHER UNEMPLOYMENT RATE (4 PERCENT NATIONALLY AND 18 PERCENT FOR RURAL AREAS), LOW EDUCATIONAL ATTAINMENT, POOR HOUSING, HUNGER, MALNUTRITION, AND A HIGHER INFANT MORTALITY RATE THAN AMONG THE LEAST PRIVILEGED GROUP IN URBAN AREAS. THE PRESIDENT'S NATIONAL ADVISORY COMMISSION ON RURAL POVERTY HAS CHARTED A COURSE TO ELIMINATE RURAL POVERTY, AS NOTED IN THE FOLLOWING RECOMMENDATIONS--(1) THE U.S. SHOULD ADOPT AND EFFECT A POLICY OF EQUAL OPPORTUNITY FOR ALL PEOPLE, (2) THE NATIONAL POLICY OF FULL EMPLOYMENT, INAUGURATED IN 1946, SHOULD BE MADE EFFECTIVE, (3) OUR FEDERAL GOVERNMENT SHOULD ASSURE ALL PEOPLE ENOUGH INCOME FOR A DECENT LIVING, (4) MANPOWER POLICIES AND PROGRAMS SHOULD BE REVAMPED, (5) RURAL EDUCATION SHOULD BE IMPROVED, (6) BETTER HEALTH SERVICES WITH FAMILY PLANNING SHOULD BE PROVIDED, (7) AN IMPROVEMENT SHOULD BE MADE IN RURAL HOUSING, AND (8) MULTICOUNTY DISTRICTS SHOULD BE FORMED TO PLAN COOPERATIVELY AND COORDINATE PROGRAMS FOR ECONOMIC DEVELOPMENT. THIS BOOK IS AVAILABLE FOR $1.00 FROM THE SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C., 20402. (ES)

**ED 016 544** **RC 002 031**
*YOESTING, DEAN R. BOHLEN, JOE M.*
**CONGRUENCE OF MIGRATION EXPECTATIONS AND PERFORMANCES--A LONGITUDINAL APPROACH.**

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
REPORT NUMBER IAES-PROJ-1133
PUB DATE 26 AUG 67
CONTRACT OEC-5-85-108
EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *MIGRATION, *RURAL AREAS, *RURAL YOUTH, ASPIRATION, EMPLOYMENT OPPORTUNITIES, FEMALES, HIGH SCHOOLS, MALES, MIGRANTS, MOBILITY, RESEARCH, RURAL POPULATION, RURAL SCHOOLS,

A STUDY CONDUCTED IN 1948 ACCUMULATED THE MIGRATION EXPECTATIONS AND BACKGROUND CHARACTERISTICS OF 157 SENIORS FROM 9 RURAL HIGH SCHOOLS IN NORTH CENTRAL IOWA. THESE SAME RESPONDENTS WERE REINTERVIEWED IN 1956 AND AGAIN IN 1967 (152 AND 143 RESPECTIVELY RESPONDED FOR THE 2ND AND 3RD INTERVIEWS), CONCERNING THEIR MIGRATION PERFORMANCES AT THOSE PERIODS OF TIME. THE PURPOSES OF THIS PAPER WERE--(1) TO ANALYZE FACTORS RELATED TO MIGRATION PERFORMANCES OF A SAMPLE OF RURAL YOUNG PEOPLE, AND (2) TO DETERMINE THE FACTORS RELATED TO AGREEMENT (CONGRUENCY) BETWEEN MIGRATION EXPECTATIONS AND PERFORMANCES. THROUGH ANALYSIS OF DATA FROM THE ABOVE CITED STUDY, IT WAS FOUND THAT OF THE 64 PERCENT OF RESPONDENTS WHO HAD MADE A DECISION CONCERNING THEIR MIGRATION EXPECTATIONS IN 1948, NEARLY 80 PERCENT ACHIEVED THEIR GOAL BY 1967. THOSE WHO PLANNED TO MIGRATE FROM THEIR HOME COMMUNITIES HAD THE GREATEST AMOUNT OF CONGRUENCY BETWEEN MIGRATION EXPECTATIONS AND PERFORMANCES. OF THOSE WHO WERE UNDECIDED CONCERNING MIGRATION EXPECTATIONS, 40 PERCENT REMAINED IN THEIR HOME COMMUNITIES AND 60 PERCENT MIGRATED TO OTHER AREAS. THE DATA ALSO INDICATED THAT SEX, MIGRATION EXPECTATIONS, AND COLLEGE ASPIRATIONS WERE RELATED TO MIGRATION PERFORMANCE. THIS PAPER WAS DELIVERED AT THE RURAL SOCIOLOGICAL SOCIETY MEETING HELD IN SAN FRANCISCO, AUGUST 26-28, 1967. (ES)

**ED 016 545 RC 002 046**
A DEMONSTRATION PROJECT IN THE DEVELOPMENT OF RURAL CHILD CARE.
PUB DATE FEB 64
EDRS PRICE MF-$0.50 HC-$2.76 67P.

DESCRIPTORS *CHILD CARE, *ECONOMICALLY DISADVANTAGED, *RURAL AREAS, *RURAL YOUTH, CASEWORKER APPROACH, CULTURALLY DISADVANTAGED, DAY CARE SERVICES, DEMONSTRATION PROJECTS, DEVELOPMENT, DISADVANTAGED GROUPS, DISADVANTAGED YOUTH, EDUCATIONAL DISADVANTAGEMENT, HOMEMAKING EDUCATION, LOW INCOME, PRESCHOOL CHILDREN, SOCIALLY DISADVANTAGED, UNEMPLOYMENT,

THIS DEMONSTRATION PROJECT WAS DESIGNED FOR SEVEN EASTERN KENTUCKY COUNTIES WHICH ARE AMONG THE MOST IMPOVERISHED IN THE UNITED STATES. IN ORDER TO ALLEVIATE THE PROBLEM, THREE PROGRAMS WERE TO BE IMPLEMENTED, INCLUDING--(1) DAY CARE FOR PRESCHOOL CHILDREN, (2) HOMEMAKER SERVICE FOR FAMILIES, AND (3) CASEWORK SERVICE WITH BOTH PARENTS AND CHILDREN. THE MAJOR HYPOTHESIS WAS THAT A COMBINATION OF THE ENRICHED DAY CARE, HOMEMAKER, AND CASEWORK PROGRAM TO CULTURALLY DEPRIVED, ECONOMICALLY DEPENDENT FAMILIES WOULD HELP BREAK THE CHAIN OF POVERTY BY INSTILLING MOTIVATION, DEVELOPING NEW CULTURAL ATTITUDES, IMPROVING SELF-CONCEPTS, AND DEVELOPING THE LATENT VERBAL SKILLS OF THE CHILDREN. GUIDELINES FOR TESTING THE HYPOTHESIS INCLUDED MEASURING ATTITUDES AND VALUES BY THE DIRECT APPROACH THROUGH QUESTIONNAIRES AND RATING SCALES AND SECONDLY IN AN INDIRECT MANNER BY PRAGMATIC, QUANTIFIABLE CRITERIA SUCH AS DIETS AND HOME IMPROVEMENTS. TREATMENT OF THE DATA WAS TO BE ACCOMPLISHED THROUGH USE OF THE MULTIVARIATE METHOD OF ANALYSIS. THE RESULTS OF THE RESEARCH ARE NOT REVIEWED IN THIS REPORT. (ES)

**ED 016 546 40 RC 002 129**
*HENSLEY, GENE*
FOLLOW-UP CONFERENCE ON SPECIAL EDUCATION SERVICES IN SPARSELY POPULATED AREAS. FINAL REPORT.
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
REPORT NUMBER BR-6-1199
PUB DATE 66
GRANT OEG-32-15-0000-6028
EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS *RURAL AREAS, *RURAL EDUCATION, *SPECIAL EDUCATION, ADMINISTRATIVE ORGANIZATION, EDUCATION SERVICE CENTERS, EXCEPTIONAL CHILDREN, FINANCIAL SUPPORT, INSERVICE TEACHER EDUCATION, MODELS, PERSONNEL, PROFESSIONAL CONTINUING EDUCATION, RESEARCH, SERVICES, TRANSPORTATION,

A CONFERENCE FOR 13 WESTERN STATE DIRECTORS OF SPECIAL EDUCATION WAS HELD IN HELENA, MONTANA, MAY 31 - JUNE 2, 1967. THE OBJECTIVES OF THIS CONFERENCE WERE--(1) TO STIMULATE RESEARCH ACTIVITIES FOR EXCEPTIONAL CHILDREN IN WESTERN STATE DEPARTMENTS OF EDUCATION, (2) TO PROVIDE A FOLLOW-UP OF THE NATIONAL RESEARCH CONFERENCE ON SPECIAL EDUCATION SERVICES IN REMOTE AREAS, (3) TO STIMULATE THE IMPLEMENTATION OF INNOVATIVE PROGRAM MODELS REPORTED IN THE NATIONAL RESEARCH CONFERENCE REPORT, AND (4) TO PROVIDE BETTER UTILIZATION OF BUDGETED FUNDS AND MORE COMPLETE REALIZATION OF THE GOALS AND OBJECTIVE OF THE ORIGINAL PROPOSAL (DENVER RESEARCH CONFERENCE). DISCUSSION GROUPS FOCUSED ON THE FOLLOWING TOPICS AND THEIR RELATIONSHIP TO SPECIAL EDUCATION PROGRAMS--ADMINISTRATION ORGANIZATION, FINANCIAL PATTERNS, PERSONNEL PROBLEMS, AND SUPPORTIVE SERVICES. PARTICIPANTS CONCLUDED THAT THE CONFERENCE PROVIDED OPPORTUNITIES FOR CONSIDERATION OF RESEARCH PROBLEMS IN SPECIAL EDUCATION AND A DELINEATION OF THOSE PROBLEMS DIRECTLY RELATED TO SPARSELY SETTLED AREAS WHICH HAVE REGIONAL SIGNIFICANCE IN THE WEST. (ES)

**ED 016 547 RC 002 201**
*HAMMOND, ROBERT L.*
EVALUATION AT THE LOCAL LEVEL.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS *EVALUATION, *INNOVATION, *MODELS, *PROGRAM EVALUATION, BEHAVIORAL OBJECTIVES, INSERVICE EDUCATION, NONGRADED SYSTEM, OBJECTIVES, PUBLICATIONS, RESEARCH, RESEARCH AND DEVELOPMENT CENTERS, SCHOOL DISTRICTS, SELF CONTAINED CLASSROOMS,

A SYSTEMATIC APPROACH TO THE EVALUATION OF INNOVATIONS HAS BECOME ONE OF THE NATION'S MOST PRESSING PROBLEMS. RECOGNIZING THIS NEED, A TEAM OF EDUCATORS DEVELOPED AN APPROACH TO THE PROBLEM OF EVALUATION THROUGH THE UTILIZATION OF A MODEL. THE FIRST STEP IN THIS EVALUATION PROCESS IS TO BEGIN WITH A SINGLE SUBJECT AREA OF THE CURRICULUM. SECONDLY, THE DESCRIPTIVE VARIABLES IN THE INSTRUCTIONAL AND INSTITUTIONAL DIMENSIONS SHOULD BE DEFINED. THIRD, THE OBJECTIVES SHOULD BE STATED IN BEHAVIORAL TERMS AND ONCE ACCOMPLISHED, THE FOURTH STEP IS THAT OF ASSESSING THE BEHAVIOR DESCRIBED IN THE OBJECTIVES. THE LAST STEP THEN BECOMES ONE OF ANALYZING THE RESULTS. MOST LOCAL SCHOOLS DO NOT HAVE ACCESS TO, NOR POSSESS, THE ESSENTIAL TOOLS AND TRAINED PERSONNEL TO UTILIZE THE ABOVE DESCRIBED EVALUATION PROCEDURES. CONSEQUENTLY, UNDER TITLE III OF ESEA, A CENTER WAS DEVELOPED TO TRAIN PERSONNEL IN EVALUATION PROCEDURES. THREE DIVISIONS ARE INCLUDED IN THIS CENTER--FIELD SERVICES, EVALUATION SERVICES, AND PUBLICATIONS. (ES)

**ED 016 548 RC 002 204**
*HARRIS, FRED R.*
A COMMITMENT FOR TOMORROW.
PUB DATE 23 OCT 67
EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *JOBS, *OPPORTUNITIES, *PARTICIPATION, *PROBLEMS, *RURAL AREAS, *YOUTH, DEPRESSED AREAS (GEOGRAPHIC), ECONOMICALLY DISADVANTAGED, ENVIRONMENT, MIGRATION, NATIONAL PROGRAMS, NEEDS, POPULATION GROWTH, SCHOOLS, SUBPROFESSIONALS, TECHNOLOGY, TRAINING, URBAN AREAS, VOLUNTEERS,

TO COPE WITH THE PROBLEMS OF OUR COMPLEX SOCIETY, IT IS NECESSARY TO FACE THE REALITY OF CHANGE. ADDING TO THIS COMPLEXITY, MOST OF OUR PEOPLE LIVE IN A WORLD WHERE NEIGHBORS ARE FACELESS AND WHERE DECISIONS ARE FAR REMOVED. AS A CONSEQUENCE, IT IS DIFFICULT FOR THE TYPICAL PERSON TO MAINTAIN CONTROL OF HIS OWN LIFE AND TO FIND REAL MEANING AND VALUE IN THAT LIFE, WHETHER IT IS IN RURAL OR URBAN AMERICA. WE NEED A NATIONAL POLICY TO SLOW THE MIGRATION OF PEOPLE FROM RURAL TO URBAN AREAS. ALTHOUGH THIS WILL NOT PROVIDE A TOTAL SOLUTION TO THE PROBLEM, GIVEN THE JOB OPPORTUNITIES AND JOB TRAINING, MANY RURAL PEOPLE WILL CHOOSE TO REMAIN IN RURAL AREAS RATHER THAN MIGRATE. TYPICALLY, ECONOMICALLY DEPRESSED AREAS PROVIDE POOR EDUCATIONAL PROGRAMS, BUT DEDICATED PERSONS WORKING IN THESE AREAS, WHO CARE FOR YOUNGSTERS AND THINK THEY CAN LEARN, CAN MAKE AN IMPACT. BY PROVIDING YOUTH WITH THIS TYPE OF PROGRAM, ENCOURAGING THEIR PARTICIPATION IN SOCIETY, AND FURNISHING AMPLE JOB OPPORTUNITIES, IT WILL BE POSSIBLE FOR AMERICA TO RETAIN ITS POSITION OF GREATNESS. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH,

EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

**ED 016 549** RC 002 205
*ACKERSON, NELS J.*
**RURAL YOUTH IN A CHANGING WORLD.**
PUB DATE 23 OCT 67
EDRS PRICE MF-$0.25 HC-$0.32 6P.
DESCRIPTORS *OPPORTUNITIES, *RURAL AREAS, *RURAL YOUTH, CULTURE, CURRICULUM, DROPOUT RATE, EDUCATIONAL OPPORTUNITIES, EMPLOYMENT, EMPLOYMENT OPPORTUNITIES, GUIDANCE, RURAL EDUCATION, RURAL URBAN DIFFERENCES, SOCIAL CHANGE, VOCATIONAL EDUCATION, YOUTH OPPORTUNITIES,

RURAL YOUTH ARE CONFRONTED WITH THE SERIOUS PARADOX OF OPPORTUNITY AND FRUSTRATION. OPPORTUNITIES ARE PLENTIFUL FOR THOSE WHO POSSESS SKILLS AND ABILITIES NECESSARY FOR COMPETING IN OUR TECHNOLOGICALLY ADVANCED SOCIETY, BUT LIMITED FOR THOSE WHO ARE UNABLE TO COMPETE IN OUR SOCIETY EITHER IN JOB COMPETITION OR IN SOCIAL PROCESSES. THE DISADVANTAGEMENT FACED BY THESE RURAL YOUTH CAN BE ATTRIBUTED TO SEVERAL FACTORS SUCH AS--(1) A HIGHER DROPOUT RATE, (2) A GREATER POVERTY INCIDENCE, (3) FEWER CULTURAL OPPORTUNITIES, AND (4) POORER HEALTH FACILITIES. TO COMBAT THE PROBLEMS CONFRONTING RURAL YOUTH, IT IS NECESSARY TO ACCEPT THREE CHALLENGES--(1) TO TAKE FULL ADVANTAGE OF AVAILABLE RURAL OPPORTUNITIES, (2) TO REALIZE THE LIMITATIONS OF RURAL LIFE AND TO RECOGNIZE THE OPPORTUNITIES THAT EXIST ELSEWHERE, AND (3) TO BE AWARE OF OUR RESPONSIBILITIES NOT ONLY TO RURAL AMERICA, BUT ALSO OUR RESPONSIBILITY TO AN AMERICA WHERE THERE IS NO DIVISION BETWEEN RURAL AND URBAN COMMUNITIES. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

**ED 016 550** RC 002 206
*LOVELESS, JOHN E.*
**SUPPLEMENTING THE PROGRAMS AND SERVICES OF RURAL SCHOOL SYSTEMS BY NEW TYPE REGIONAL SERVICE AGENCIES.**
PUB DATE 23 OCT 67
EDRS PRICE MF-$0.25 HC-$0.28 5P.
DESCRIPTORS *COOPERATIVE PROGRAMS, *RURAL SCHOOL SYSTEMS, *SERVICES, ADMINISTRATION, BOCES, COOPERATING TEACHERS, COOPERATIVE EDUCATION, DATA PROCESSING, INSERVICE PROGRAMS, INTERMEDIATE ADMINISTRATIVE UNIT, REGIONAL COOPERATION, REGIONAL PROGRAMS, RURAL AREAS, SMALL SCHOOLS, SPECIAL EDUCATION, STUDENT PERSONNEL SERVICES, TEACHERS, VOCATIONAL EDUCATION,

THE INTERMEDIATE DISTRICT, ESTABLISHED BY LAW IN NEW YORK STATE IN 1948, IS A COOPERATIVE EDUCATIONAL VENTURE PROVIDING SMALL RURAL SCHOOLS WITH SERVICES WHICH ARE NOT USUALLY POSSIBLE, DUE TO THE SIZE AND ISOLATION OF THESE SCHOOL DISTRICTS. SEVERAL OF THESE INTERMEDIATE DISTRICTS, LABELED BOCES (BOARD OF COOPERATIVE EDUCATIONAL SERVICES), HAVE BEEN ESTABLISHED IN NEW YORK STATE. ONE OF THESE ORGANIZATIONS, ONTARIO-SENECA-YATE BOCES, ENCOMPASSES THREE COUNTIES, WAS CHARTERED IN 1954, AND IS COMPOSED OF 16 SCHOOL DISTRICTS WHICH ENROLL BETWEEN 25,000 AND 30,000 PUPILS. AS A RESULT OF THIS COOPERATION, THESE SCHOOL DISTRICTS ARE NOW PROVIDED ADDITIONAL SERVICES WHICH CAN BE DIVIDED INTO SIX CATEGORIES--INTINERANT TEACHERS, ADMINISTRATIVE SERVICES, OCCUPATIONAL SERVICES, SPECIAL EDUCATION, AND PUPIL PERSONNEL SERVICES. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

**ED 016 551** RC 002 207
*PINNOCK, THEODORE J.*
**EDUCATIONAL OPPORTUNITIES PROVIDED BY COMMUNITY ACTION PROGRAMS.**
PUB DATE 23 OCT 67
EDRS PRICE MF-$0.25 HC-$0.44 9P.
DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *EDUCATIONAL OPPORTUNITIES, *OPPORTUNITIES, *RURAL AREAS, COMMUNITY ACTION, EDUCATIONAL PROGRAMS, INCIDENTAL LEARNING, JOB CORPS, JOB TRAINING, JOBS, MIGRANTS, MINORITY GROUPS, NEIGHBORHOOD YOUTH CORPS, OEO, PROGRAMS, RURAL YOUTH, SEASONAL LABORERS, VISTA, VOLUNTEERS, YOUTH PROGRAMS,

INFORMAL EDUCATION PRIMARILY INCLUDES EDUCATION FOR EVERYDAY EFFECTIVE LIVING AND DOES NOT NECESSARILY HAVE TO INCLUDE COURSES FOR CREDIT AT THE HIGH SCHOOL AND COLLEGE LEVELS. MILLIONS OF POVERTY STRICKEN PEOPLE CAN BENEFIT FROM THE TYPE OF INFORMAL EDUCATION PROVIDED THROUGH THE OFFICE OF ECONOMIC OPPORTUNITY (OEO) IN SUCH PROGRAMS AS--(1) THE JOB CORPS, (2) THE NEIGHBORHOOD YOUTH CORPS, (3) THE VISTA PROJECTS, (4) THE TUSKEGEE INSTITUTE COMMUNITY EDUCATION PROGRAMS, (5) THE YOUTH EDUCATION SERVICES, INC., AND (6) VARIOUS OTHER HEALTH AND EDUCATIONAL PROGRAMS. THE POWER STRUCTURES IN SOME OF THE LOCAL COMMUNITIES OF THE SOUTH HAVE OPPOSED MANY OF THE OEO PROGRAMS AND BLOCKED THEIR PROGRESS, BUT BY CONTINUING THESE PROGRAMS THE RURAL POVERTY CYCLE CAN BE BROKEN. THIS SPEECH WAS DELIVERED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, 1967, WASHINGTON, D.C., SPONSORED JOINTLY BY THE U.S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

**ED 016 552** 24 RC 002 213
*GIBSON, JOHN S.*
**THE DEVELOPMENT OF APPROPRIATE INSTRUCTIONAL UNITS AND RELATED MATERIALS ON RACIAL AND CULTURAL DIVERSITY IN AMERICA. FINAL REPORT.**
TUFTS UNIV., MEDFORD, MASS., LINCOLN FILENE CTR.
REPORT NUMBER BR-6-2140
PUB DATE OCT 67
CONTRACT OEC-1-7-062140-0256
EDRS PRICE MF-$2.00 HC-$20.40 508P.
DESCRIPTORS *CULTURAL DIFFERENCES, *INSTRUCTIONAL MATERIALS, *RACIAL DIFFERENCES, *UNITS OF STUDY (SUBJECT FIELDS), AMERICAN INDIANS, BEHAVIOR PATTERNS, BIBLIOGRAPHIES, COVERT RESPONSE, CULTURE, DEVELOPMENT, ELEMENTARY GRADES, EVALUATION, OVERT RESPONSE, PROJECTS, RACE, RESEARCH, SECONDARY GRADES, TEACHER EDUCATION, TEACHING TECHNIQUES, UNIT PLAN,

A RESEARCH PROJECT WAS CONDUCTED AT TUFTS UNIVERSITY BETWEEN MARCH 1, 1965, AND SEPTEMBER 14, 1967, FOR THE PURPOSE OF DEVELOPING INSTRUCTIONAL MATERIALS AND TEACHING STRATEGIES WHICH WOULD PROVIDE MORE EFFECTIVE TEACHING AND LEARNING ABOUT RACIAL AND CULTURAL DIVERSITY IN AMERICAN LIFE. TWO FUNDAMENTALS ARE WOVEN INTO THE DESIGN OF THESE MATERIALS--(1) COVERT AND OVERT BEHAVIORAL PATTERNS ARE LEARNED OR TAUGHT, RATHER THAN BEING INNATE, AND (2) DIVERSITY IN TERMS OF RACE, RELIGION, NATIONAL ORIGIN, APPEARANCE, AND BEHAVIOR IS ONE OF THE MOST POSITIVE ADVANTAGES OF AMERICAN LIFE. THE RESULTS OF THE PROJECT INCLUDE THE DEVELOPMENT OF LOWER GRADE AND UPPER GRADE UNITS ON RACE AND CULTURE IN AMERICAN LIFE, THE DEVELOPMENT OF SUGGESTED TEACHING STRATEGIES AND BIBLIOGRAPHICAL REFERENCE SECTIONS FOR TEACHERS USING THESE UNITS, AND THE PRESENTATION OF A FULL REPORT ON RECOMMENDED EVALUATION PROCEDURES AND INSTRUMENTS WITH RESPECT TO RACE AND CULTURE IN AMERICAN LIFE. (ES)

**ED 016 553** RC 002 214
*SAUER, PAULINE L.*
**NATURE STUDY EQUIMENT, HOW TO MAKE AND USE IT. EDUCATIONAL SERVICE PUBLICATIONS, ISSUE NUMBER 14, 1955 REVISION.**
STATE COLL. OF IOWA, CEDAR FALLS
PUB DATE 55
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *SCIENCE EDUCATION, *SCIENCE MATERIALS, BIBLIOGRAPHIES, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL SCIENCE, GENERAL SCIENCE, NATURAL SCIENCES, PLANT SCIENCE, SCIENCE EQUIPMENT, SCIENCE EXPERIMENTS, SCIENCE INSTRUCTION, TEACHING,

THIS BULLETIN DESCRIBES SIMPLE PIECES OF EQUIPMENT AND DEVICES TO AID TEACHERS AND PUPILS IN DEVELOPING NATURE STUDY PROGRAMS, PARTICULARLY IN SITUATIONS WHERE EQUIPMENT IS TOO EXPENSIVE TO PURCHASE. ALTHOUGH IT IS DESIGNED PRIMARILY FOR ELEMENTARY TEACHERS, SOME OF THE IDEAS CAN BE USED BY HIGH SCHOOL TEACHERS. THE TEACHING AIDS SUGGESTED ARE SIMPLE AND INEXPENSIVE, MAKE USE OF EASILY AVAILABLE MATERIALS, AND REQUIRE ONLY A FEW MINUTES OF ATTENTION EACH DAY. THE FOUR MAJOR SECTIONS OF THE BULLETIN PERTAIN TO--(1) INSECTS, (2) BIRDS, (3) AQUARIUM AND TERRARIUM USE IN THE CLASSROOM, AND (4) PLANTS AND FOSSILS. A BIBLIOGRAPHICAL REFERENCE SECTION IS INCLUDED AS THE FINAL SECTION OF THE BULLETIN. THIS BOOKLET IS AVAILABLE FOR $0.25 FROM THE BUREAU OF EXTENSION SERVICE,

IOWA STATE TEACHERS COLLEGE, CEDAR FALLS, IOWA. (ES)

**ED 016 554** RC 002 240
*LOPEZ, REBECCA*
**UNDERSTANDING--SANTO DOMINGO'S RX FOR THE "CULTURAL SHOCK."**
PUB DATE APR 67
**EDRS PRICE MF-$0.25 HC-$0.24 4P.**

DESCRIPTORS *AMERICAN INDIANS, *CULTURALLY DISADVANTAGED, *ENGLISH (SECOND LANGUAGE), *TEACHER ORIENTATION, ANTHROPOLOGY, CULTURAL DIFFERENCES, CULTURE, CURRICULUM, HISTORY, INSTRUCTIONAL PROGRAMS, LANGUAGE ARTS, LITERATURE, NEEDS, VALUES,

THE SANTO DOMINGO, NEW MEXICO, PUBLIC ELEMENTARY SCHOOL ENROLLS 720 INDIAN PUPILS IN GRADES 1 THROUGH 8 AND UTILIZES 30 TEACHERS IN ITS INSTRUCTIONAL PROGRAM. ALTHOUGH THE PUPILS COME FROM A CULTURE WHICH IS UNFAMILIAR TO MOST OF THEIR TEACHERS, A PRIMARY OBJECTIVE OF THE SCHOOL IS THAT THE LIFE, CUSTOMS, BELIEFS, AND CULTURE OF THE INDIAN CHILDREN WILL BE MAINTAINED AND REINFORCED THROUGH THEIR EDUCATION, AND THAT CULTURAL AND LOCAL NEEDS OF THE PUPIL WILL BE MET BY THE EDUCATIONAL PROGRAM. IN ORDER TO FULFILL THIS OBJECTIVE, A TEACHER ORIENTATION PROGRAM, ORGANIZED ON A CONTINUING BASIC HAS BEEN INITIATED AT SANTO DOMINGO. THIS PROGRAM WAS DEVELOPED THROUGH AN INTERDISCIPLINARY APPROACH, DRAWING HEAVILY UPON THE WORKS OF OUTSTANDING ANTHROPOLOGISTS, HISTORIANS, EDUCATORS, SOCIOLOGISTS, AND LINGUISTIC AUTHORITIES. IN ANOTHER STEP TO MEET THE PREVIOUSLY CITED OBJECTIVE, THE CURRICULUM HAS BEEN DEVELOPED AROUND THE COMMUNICATIVE ARTS, ESPECIALLY THE TEACHING OF ENGLISH AS A SECOND LANGUAGE. EMPHASIS IS ALSO PLACE ON SUCH SUBJECTS AS ANTHROPOLOGY, LITERATURE, AND HISTORY OF CULTURALLY-DIFFERENT PEOPLE. THIS ARTICLE APPEARS IN THE "NEW MEXICO SCHOOL REVIEW," APRIL 1967, PP. 12-14, 40. (ES)

**ED 016 555** RC 002 243
*PARSONS, JOHN M.*
**OHIO'S SYSTEM OF REGIONAL COORDINATORS FOR PUPIL TRANSPORTATION.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE JUN 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ADMINISTRATIVE ORGANIZATION, *COORDINATORS, *LEGISLATION, *REGIONAL PROGRAMS, *STUDENT TRANSPORTATION, BUS TRANSPORTATION, INSERVICE EDUCATION, PAROCHIAL SCHOOLS, PRIVATE SCHOOLS, PUBLIC RELATIONS, PUBLIC SCHOOLS, REGIONAL COOPERATION, REGIONAL PLANNING, SAFETY EDUCATION, SUPERVISION, TRANSPORTATION,

PRIOR TO 1965, A SCHOOL DISTRICT IN THE STATE OF OHIO WAS RESPONSIBLE FOR THE TRANSPORTATION OF THOSE PUBLIC ELEMENTARY SCHOOL PUPILS LIVING WITHIN ITS OWN BOUNDARIES. NEW LEGISLATION THAT YEAR LEGALIZED THE SPENDING OF TAX MONIES FOR TRANSPORTING PUPILS ATTENDING NONPUBLIC SCHOOLS, AND SERVED AS A MANDATE FOR ALL SCHOOL DISTRICTS, REQUIRING THE TRANSPORTATION OF ALL ELEMENTARY PUPILS TO THE SCHOOL OF THEIR CHOICE. AS A RESULT OF THIS LEGISLATION, NEW PROBLEMS AROSE, INCLUDING BUS SCHEDULING WITHOUT OVERLAP, SCHOOL CALENDAR UNIFORMITY, DAILY TIME SCHEDULES IN SCHOOL, AND OTHER LESS PRESSING ITEMS. IN ORDER TO SOLVE THESE PROBLEMS, ANOTHER LEGISLATIVE ACT WAS PASSED REQUIRING THE STATE BOARD OF EDUCATION TO ESTABLISH A SERIES OF REGIONAL SCHOOL TRANSPORTATION OFFICES, RESULTING IN THE ESTABLISHMENT OF 30 STATE DEPARTMENT OF EDUCATION REGIONAL OFFICES FOR THE PURPOSE OF COORDINATING THE TOTAL SCHOOL TRANSPORTATION OPERATION. THIS ARTICLE APPEARS IN THE "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT," VOL. 1, NO. 2, SUMMER 1967, PP. 104-116. (ES)

**ED 016 556** RC 002 249
*EMERSON, WILLIAM J.*
**INTERMEDIATE SCHOOL DISTRICT, MIDDLE ECHELON OF A THREE-ECHELON STATE SYSTEM OF SCHOOLS.**
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
PUB DATE APR 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *INTERMEDIATE ADMINISTRATIVE UNIT, *SCHOOL REDISTRICTING, *STATE SCHOOL DISTRICT RELATIONSHIP, COOPERATIVE EDUCATION, COOPERATIVE PROGRAMS, COUNTY SCHOOL SYSTEMS, DATA PROCESSING, ELEMENTARY EDUCATION, EVALUATION, INSTRUCTION, INSTRUCTIONAL MATERIALS CENTERS, RESEARCH, SCHOOL DISTRICTS, SECONDARY EDUCATION, SPECIAL EDUCATION, SPECIAL SERVICES, SPECIALISTS, VOCATIONAL EDUCATION,

THE 83 INTERMEDIATE SCHOOL DISTRICTS IN MICHIGAN HAVE BEEN RECONFIGURATED AND NOW INCLUDE ONLY 60. INTERMEDIATE DISTRICTS ARE THE MIDDLE ECHELON OF A STATE SYSTEM OF SCHOOLS MADE UP OF A STATE EDUCATION OFFICE, NUMEROUS LOCAL SCHOOL DISTRICTS, AND LESS NUMEROUS INTERMEDIATE DISTRICTS. THESE INTERMEDIATE UNITS ARE SERVING THE OPERATION OF MODERN SCHOOLS WHICH REQUIRE SPECIALIZATION AND A HIGH DEGREE OF COMPETENCE WITHIN SPECIALTIES. OTHER CONTRIBUTIONS BEING PROVIDED BY THE INTERMEDIATE UNITS INCLUDE--(1) FLEXIBILITY AND LOCAL ADAPTATION, (2) EASIER IMPLEMENTATION OF STATEWIDE OBJECTIVES, AND (3) AN AMELIORATION OF THE STATE PROBLEM OF ADMINISTRATIVE SPAN. THIS ARTICLE APPEARS IN "JOURNAL ON STATE SCHOOL SYSTEMS DEVELOPMENT", VOL. 1, NO. 1, SPRING 1967. (ES)

**ED 016 557** RC 002 271
*SALISBURY, LEE H.*
**TEACHING ENGLISH TO ALASKA NATIVES.**
PUB DATE 17 MAR 66
**EDRS PRICE MF-$0.25 HC-$0.80 18P.**

DESCRIPTORS *AMERICAN INDIANS, *CULTURAL DISADVANTAGEMENT, *ENGLISH (SECOND LANGUAGE), *ESKIMOS, ALASKA, ALASKAN NATIVES, ALEUT, ANTHROLPOLOGY, BOARDING HOMES, CULTURAL DIFFERENCES, CULTURE, EDUCATION, HIGH SCHOOLS, MINORITY GROUPS, ORIENTATION,

THE ALASKAN NATIVE POPULATION NUMBERS 43,000 AND IS COMPOSED OF THREE GROUPS--INDIAN, ESKIMO, AND ALEUT. THESE PEOPLE, FOR THE MOST PART, HAVE BEEN UNABLE TO ASSUME THE RIGHTS AND RESPONSIBILITIES OF FULL CITIZENSHIP, AND CONTINUE TO BE WARDS OF THE FEDERAL GOVERNMENT. ALASKA HAS ENACTED COMPULSORY EDUCATION LAWS WHICH REQUIRE THE NATIVES TO SEND THEIR CHILDREN TO SCHOOL. UPON ARRIVAL AT SCHOOL FOR THE FIRST TIME, THESE YOUNGSTERS ARE UNABLE TO SPEAK ENGLISH AND ARE FURTHER DISADVANTAGED BY THEIR CULTURAL BACKGROUND AND VALUE SYSTEM. THIS EXTREME DISADVANTAGEMENT CAUSES 60 PERCENT OF THEM TO NEVER REACH THE 8TH GRADE, AND OF THOSE WHO DO CONTINUE IN THE SECONDARY SCHOOLS (BOARDING SCHOOLS), ANOTHER 28 PERCENT BECOME DROPOUTS. ALSO, THE NATIVE YOUNGSTERS ARE TWICE AS LIKELY TO DROP OUT OF COLLEGE AS THEIR NONNATIVE PEERS. IN ORDER TO HELP THE NATIVE STUDENTS ADJUST TO COLLEGE LIFE, A SUMMER ORIENTATION PROGRAM WAS INITIATED DURING THE SUMMER OF 1964. THE PURPOSE OF THIS PROGRAM IS--(1) TO BROADEN THE STUDENT'S BACKGROUND OF EXPERIENCE WITHIN THE WESTERN CULTURE SO THAT HIS CONCEPTUAL KNOWLEDGE OF THE ENGLISH LANGUAGE WILL IMPROVE, AND (2) TO ENABLE THE STUDENT TO REALIZE THAT HIS THOUGHTS AND FEELINGS ARE IMPORTANT. THIS PAPER WAS DELIVERED AT THE GENERAL SESSION OF THE TESOL CONFERENCE (TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES), MARCH 17, 1966, NEW YORK CITY. (ES)

**ED 016 558** RC 002 280
*STONE, VEDA*
**THE INDIAN CHILD IN THE CLASSROOM.**
ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION
PUB DATE MAY 64
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**

DESCRIPTORS *AMERICAN INDIANS, *DISADVANTAGED GROUPS, *EDUCATIONAL NEEDS, *NEEDS, CULTURAL DISADVANTAGEMENT, ECONOMIC DISADVANTAGEMENT, EDUCATIONAL DISADVANTAGEMENT, MINORITY GROUPS, RURAL AREAS, TEACHING, UNEMPLOYMENT, VALUES, WISCONSIN,

IN EDUCATING ANY GROUP OF CHILDREN, THE SCHOOL'S FIRST RESPONSIBILITY IS TO EACH STUDENT AS AN INDIVIDUAL, HELPING HIM TO DEVELOP HIMSELF AS FREELY AND CREATIVELY AS POSSIBLE. TO MEET THE EDUCATIONAL NEEDS OF CHILDREN, EACH TEACHER MUST UNDERSTAND THE TOTAL ENVIRONMENT OF EACH CHILD, ACCEPT THE CHILD AS HE IS, AND LOVE AND RESPECT EACH CHILD FOR HIS INDIVIDUAL WORTH. THE NEEDS OF INDIAN CHILDREN ALSO REQUIRE THE UNDERSTANDING, LOVE, AND RESPECT NECESSARY FOR ALL CHILDREN, BUT THERE ARE BASIC DIFFERENCES BETWEEN INDIAN AND NON-INDIAN CHILDREN WHICH TEACHERS MUST UNDERSTAND. ONE OF THE MAIN DIFFERENCES IS THE WAY IN WHICH THE WORLD IS PRECEIVED, THE NON-INDIAN REACTS TO A MADE WORLD, WHILE THE INDIAN REACTS TO THE WORLD AS IT IS. INDIANS ARE A DISADVANTAGED MINORITY GROUP WHO HAVE 2/3 THE LIFE EXPECTANCY, 1/2 TO 1/3 THE LEVEL OF EDUCATION, LESS THAN 1/3 THE INCOME, AND 7 TO 8 TIMES AS MUCH UNEMPLOYMENT AS THE NATIONAL AVERAGE FOR ALL AMERICANS. THEY ALSO EXPERIENCE POORER HEALTH, A HIGHER INFANT MORTALI-

TY RATE, AND MORE FREQUENT ILLNESSES. MANY INDIANS HAVE NO DESIRE TO INTEGRATE INTO THE MAIN STREAM OF AMERICAN LIFE, BUT PREFER TO RETAIN THEIR OWN IDENTITY. THIS ARTICLE APPEARED IN THE "JOURNAL OF AMERICAN INDIAN EDUCATION," VOL. 3, NO. 3, MAY, 1964, PP. 13-19. (ES)

**E 016 559** RC 002 281
*BENNETT, ROBERT L. COOMBS, L. MADISON*
**EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS OF NATIVE CHILDREN.**
ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION
PUB DATE MAY 64
EDRS PRICE MF-$0.25 HC-$0.28 5P.
DESCRIPTORS *EDUCATIONAL NEEDS, *ESKIMOS, *HIGH SCHOOLS, *RURAL AREAS, ADULT EDUCATION, ADULT VOCATIONAL EDUCATION, ALASKA, AMERICAN INDIANS, BOARDING HOMES, BUREAU OF INDIAN AFFAIRS, COMPREHENSIVE HIGH SCHOOLS, DORMITORIES, EDUCATIONAL PROGRAMS, ELEMENTARY EDUCATION, NEEDS, NONGRADED CLASSES, RURAL YOUTH, SECONDARY EDUCATION,
RURAL ALASKA IS COMPOSED OF VERY SMALL COMMUNITIES, A SITUATION WHICH COMPLICATES DEVELOPMENT OF ADEQUATE EDUCATIONAL PROGRAMS. ELEMENTARY EDUCATION IS PROVIDED THROUGH A LARGE NUMBER OF RELATIVELY SMALL VILLAGE SCHOOLS. ALTHOUGH SOME OF THESE SCHOOLS ARE TOO SMALL, MOST PEOPLE AGREE THAT EDUCATING THE YOUNGSTERS IN A BOARDING SCHOOL SITUATION IS NOT DESIRABLE. SINCE IT IS NOT FEASIBLE TO OFFER A COMPREHENSIVE HIGH SCHOOL PROGRAM IN EACH SMALL VILLAGE, IT BECOMES NECESSARY TO ESTABLISH AND OPERATE SECONDARY BOARDING SCHOOLS, WHICH ARE BETTER ABLE TO MEET THE NEEDS OF THE YOUNGSTERS. THE BUREAU OF INDIAN AFFAIRS, WHICH OPERATES THESE BOARDING SCHOOLS, HAS ADOPTED THE FOLLOWING EDUCATIONAL GOALS BY 1970--(1) 90 PERCENT OF THE NATIVE YOUTH TO GRADUATE FROM HIGH SCHOOL, (2) 50 PERCENT OF THE NATIVE HIGH SCHOOL GRADUATES TO ENTER COLLEGE, AND (3) 50 PERCENT TO GO ON TO SOME OTHER KIND OF POST-HIGH SCHOOL VOCATIONAL TRAINING. THIS ARTICLE APPEARS IN THE "JOURNAL OF AMERICAN INDIAN EDUCATION," VOL. 3, NO. 3, MAY 1964, PP. 21-25. (ES)

**ED 016 560** RC 002 284
*SMITH, MARGUERITE*
**ENGLISH AS A SECOND LANGUAGE FOR MEXICAN AMERICANS.**
NEW MEXICO STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 68
EDRS PRICE MF-$0.25 HC-$0.96 22P.
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CULTURAL INTERRELATIONSHIPS, *ENGLISH (SECOND LANGUAGE), *LINGUISTICS, *MEXICAN AMERICANS, COMMUNICATION SKILLS, CURRICULUM, GAMES, GRADE 1, LANGUAGE ARTS, PATTERN DRILLS (LANGUAGE), POETRY, SOUTHWEST COUNC./FOREIGN LANG. TEACHERS, SPANISH,
THE TEACHING OF ENGLISH AS A SECOND LANGUAGE TO SPANISH-SPEAKING STUDENTS IS A CHALLENGING AND COMPLEX TASK. IN ORDER TO PLAN AN ADEQUATE CURRICULUM, THERE MUST BE A CLEAR UNDERSTANDING OF THE ACADEMIC AND CULTURAL OBJECTIVES TO BE MET. FOUR FACTORS WILL INFLUENCE IMPLEMENTATION OF THE OBJECTIVES--THE STUDENTS, THE TEACHERS, THE SCHOOL, AND THE COMMUNITY. EACH CONTRIBUTES VARIABLES WHICH MUST BE TAKEN INTO CONSIDERATION. THE PRIMARY OBJECTIVE IN TEACHING THE MEXICAN AMERICAN IS TO DEVELOP HIS ABILITY TO COMMUNICATE IN ENGLISH. AURAL-ORAL MASTERY IS LOGICALLY GAINED THROUGH LANGUAGE ARTS. IT IS IMPORTANT THAT THE LISTENING-SPEAKING-READING-WRITING SEQUENCE BE DEVELOPED ON VALID LINGUISTIC PRINCIPLES. THE AUTHOR INCLUDES POEMS, GAMES, SONGS, AND STRUCTURED ORAL DRILLS FOR GRADE 1, AND INDICATES AREAS OF CURRICULAR IMPORTANCE FOR GRADES 2-8. OF LATE THERE HAS BEEN A MOVE TOWARD TEACHING SPANISH-SPEAKING STUDENTS IN SPANISH WITH AN ATTENDANT EMPHASIS ON THEIR CULTURAL INHERITANCE. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (BR)

**ED 016 561** RC 002 293
*WILSON, HERBERT B.*
**EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS.**
NEW MEXICO STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 68
EDRS PRICE MF-$0.25 HC-$1.08 25P.
DESCRIPTORS *EDUCATION, *EDUCATIONAL PROGRAMS, *EVALUATION, *INCIDENTAL LEARNING, *MEXICAN AMERICANS, AUSTIN TEXAS, CULTURALLY DISADVANTAGED, CURRICULUM EVALUATION, EPIC, SCHOOLS, TUCSON ARIZONA,
THIS MONOGRAPH EXPLORES PROBLEMS CONNECTED WITH THE EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS, BY CONSIDERING THE OBJECTIVES OF THE FORMAL SCHOOL PROGRAM AND THE INFLUENCE OF INFORMAL EDUCATION. SUCCESSFUL STUDENTS IDENTIFIED THREE FACTORS CONTRIBUTING TO THEIR SUCCESS--A GOOD SELF-CONCEPT, PARENTAL LOVE, AND TEACHER CARE AND INTEREST. THESE FACTORS ARE THE TYPE TO CONSIDER WHEN EVALUATING THE INFLUENCES OF EDUCATION PROGRAMS ON UPWARD SOCIAL MOBILITY, EDUCATIONAL GOALS, AND ACCULTURATION. EDUCATIONAL SUCCESS HAS BEEN RESTRICTED DUE TO SOCIO-ECONOMIC LEVEL, CULTURAL DIFFERENCES, FAMILY COHESIVENESS AND SIZE, THE FATHER'S OCCUPATION, PARTICIPATION IN COMMUNITY AFFAIRS, DEGREE OF BILINGUALISM, AND PARENT'S ASPIRATION. A LIST OF PROBLEMS IS INCLUDED WHICH ARE ASSOCIATED WITH EVALUATION OF MEXICAN-AMERICAN STUDENTS AND WITH SUCCESSFUL EVALUATION PRACTICES, THE LATTER INCLUDING USE OF OBJECTIVE QUESTIONS, ORAL REPORTS, VERBAL METHODS, DRAMATIC PLAY, GROUP ACTIVITIES, AND LEARNER'S OWN EXPERIENCES. FOR BEST TEACHING RESULTS, TEACHERS MUST BE CONCERNED AND SINCERE, MAKE HOME VISITATIONS, GIVE TANGIBLE REWARDS, DEVELOP SKILL IN OBSERVATION, RECORD OBJECTIVELY, PROVIDE APPROPRIATE MOTIVATION, AND DEVELOP FEELINGS OF EQUALITY, TRUST, AND MUTUAL RESPECT IN THE STUDENTS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (JH)

**ED 016 562** RC 002 297
*CHARLES, EDGAR B., ED.*
**MEXICAN-AMERICAN EDUCATION, A BIBLIOGRAPHY.**
NEW MEXICO STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 68
EDRS PRICE MF-$0.25 HC-$1.20 28P.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *BIBLIOGRAPHIES, *EDUCATION, *MEXICAN AMERICANS, ADULT BASIC EDUCATION, ADULT VOCATIONAL EDUCATION, BOOKS, COUNSELING, CURRICULUM, EDUCATIONAL NEEDS, ELEMENTARY EDUCATION, ENGLISH (SECOND LANGUAGE), GUIDANCE, HIGHER EDUCATION, INNOVATION, LANGUAGE ARTS, MIGRANT EDUCATION, PRESCHOOL EDUCATION, SECONDARY EDUCATION,
THIS SELECTED, ANNOTATED BIBLIOGRAPHY CONTAINS 90 BOOKS, MONOGRAPHS, JOURNAL ARTICLES, AND UNPUBLISHED PAPERS ON THE EDUCATION OF MEXICAN AMERICANS. ALL DOCUMENTS WERE PRODUCED SOMETIME BETWEEN 1958 AND 1967 AND COVER THE FOLLOWING AREAS OF EDUCATION--PRESCHOOL, ELEMENTARY, SECONDARY, HIGHER, ADULT (BASIC AND VOCATIONAL), AND MIGRANT. A "USER INDEX" IS INCLUDED WHICH WILL ASSIST THE READER IN FINDING THOSE DOCUMENTS WITH MULTIPLE SUBJECT REFERENCES. THE BIBLIOGRAPHY WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (ES)

**ED 016 563** RC 002 348
*GROMATZKY, IRENE*
**CONSUMER EDUCATION FOR MEXICAN-AMERICANS.**
NEW MEXICO STATE UNIV., UNIVERSITY PARK
PUB DATE MAR 68
EDRS PRICE MF-$0.25 HC-$0.84 19P.
DESCRIPTORS *CONSUMER ECONOMICS, *MEXICAN AMERICANS, *MONEY MANAGEMENT, CHILD DEVELOPMENT, COMMUNICATION (THOUGHT TRANSFER), EDUCATION, FAMILY LIFE, FAMILY RELATIONSHIP, HOME ECONOMICS SKILLS, HOME MANAGEMENT, HOMEMAKERS CLUBS, HOMEMAKING SKILLS, INCOME, LOW INCOME, MIGRANTS, MINORITY GROUPS, NEEDS, NUTRITION INSTRUCTION, SEWING INSTRUCTION, VALUES,
CONSUMER EDUCATION PROGRAMS IN SCHOOLS AND COMMUNITIES WERE ALWAYS MEANT TO BE AVAILABLE TO ALL INDIVIDUALS AND FAMILIES. HOWEVER, THOSE WITH THE GREATEST FINANCIAL NEED, INCLUDING MANY MEXICAN AMERICANS, OFTEN RECEIVE THE LEAST AMOUNT OF ASSISTANCE, DUE TO THE LACK OF SKILLED PERSONS TO BREAK THROUGH COMMUNICATION BARRIERS. WHILE PLANNING CONSUMER EDUCATION PROGRAMS, HOME ECONOMISTS HAVE FOUND THAT MEXICAN AMERICANS VALUE THE SAME BASIC THINGS FOR THEIR FAMILY AS DO OTHERS, FOR EXAMPLE, GOOD HEALTH, COMFORTABLE HOMES, ATTRACTIVE AND COMFORTABLE CLOTHING, TIME TO ENJOY FRIENDS AND FAMILY, AND MORE OPPORTUNITIES FOR THEIR CHILDREN. NEW IDEAS AND METHODS FOR PROVID-

ING CONSUMER EDUCATION FOR MEXICAN AMERICANS ARE EVOLVING FROM THREE PROGRAMS IN TEXAS--(1) THE RESEARCH STUDY IN EL PASO, (2) CONSUMER EDUCATION PROGRAM, COMMUNITY ACTION COMMITTEE, EL PASO, AND (3) FAMILY AND HOME MANAGEMENT COMPONENT, COMMUNITY ACTION PROGRAM, TARRANT COUNTY. THROUGH THE EFFORTS OF THESE PROGRAMS, FAMILY STABILITY WILL BE ATTAINED BECAUSE OF MORE ADEQUATE CONSUMER COMPETENCE. MORE IMMEDIATE RESULTS COULD BE REALIZED BY EMPLOYING ADDITIONAL HOME ECONOMISTS WHO WOULD BE ABLE TO REACH MORE PEOPLE. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITIES FOR MEXICAN-AMERICANS, AUSTIN, TEXAS, APRIL 25-26, 1968. (ES)

**ED 016 564** **RE 000 210**

*FRASE, LAWRENCE T.*

**LEARNING FROM PROSE MATERIAL.**

PUB DATE FEB 67

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS *QUESTIONING TECHNIQUES, *READING INSTRUCTION, *READING RESEARCH, *RETENTION, FACTUAL READING, FEEDBACK, RECALL, RETENTION STUDIES, UNIVERSITY OF MASSACHUSETTS,

THIS STUDY REPLICATED ROTHKOPF'S 1965 STUDY TO INVESTIGATE THE EFFECT OF LENGTH OF READING PASSAGE, POSITION OF QUESTIONS, AND KNOWLEDGE OF RESULTS ON THE RETENTION OF INFORMATION. TWENTY PARAGRAPHS OF BIOGRAPHICAL MATERIAL WERE SELECTED, AND TWO MULTIPLE-CHOICE QUESTIONS REQUIRING RECALL OF SPECIFIC FACTUAL INFORMATION WERE CONSTRUCTED FOR EACH PARAGRAPH, TOTALLING 20 RETENTION QUESTIONS AND 20 INCIDENTAL QUESTIONS. THESE WERE PRESENTED IN CONVENTIONAL PROGRAMED FORM FOLLOWING A PARAGRAPH-QUESTION-KNOWLEDGE OF RESULTS SEQUENCE WHICH VARIED ACCORDING TO THE EXPERIMENTAL GROUPS COMPOSED OF 72 EDUCATIONAL PSYCHOLOGY STUDENTS. SEVEN OTHERS SERVED AS THE CONTROL GROUP. RESULTS SUPPORTED ROTHKOPF'S FINDINGS THAT QUESTIONS HAVE A GENERAL FACILITATIVE EFFECT ON RETENTION AND THAT RETENTION IS IMPROVED WHEN KNOWLEDGE OF RESULTS IS PROVIDED. THE LONGER THE PASSAGE, THE BETTER THE RETENTION OF INCIDENTAL MATERIALS. HOWEVER, RETENTION QUESTIONS WERE MORE EFFECTIVE WITH PASSAGES OF MODERATE LENGTH. QUESTIONS, RETENTION OR INCIDENTIAL, PLACED BEFORE THE PASSAGE REDUCED THE RETENTION OF INFORMATION. THE POSITION OF QUESTIONS, HOWEVER, DID NOT MAKE MUCH DIFFERENCE IF KNOWLEDGE OF RESULTS WAS PROVIDED. QUESTIONS WERE MOST USEFUL AFTER THE PASSAGE, IF KNOWLEDGE OF RESULTS WAS NOT PROVIDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION MEETING (NEW YORK, FEBRUARY 1967). (NS)

**ED 016 565** **RE 000 232**

*LEIBERT, ROBERT E.*

**SOME DIFFERENCES BETWEEN SILENT AND ORAL READING RESPONSES ON A STANDARDIZED READING TEST.**

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$0.64 14P.

DESCRIPTORS *INFORMAL READING INVENTORY, *READING TESTS, GATES ADVANCED PRIMARY READING TEST, STANDARDIZED TESTS, TEST INTERPRETATION, TESTING PROGRAMS,

A STUDY DESIGNED TO IDENTIFY SOME OF THE DIFFERENCES BETWEEN THE RESPONSES ON THE GATES ADVANCED PRIMARY READING TEST AND THE KINDS OF RESPONSES OBTAINED FROM AN INFORMAL READING INVENTORY (IRI) IS REPORTED. SUBJECTS WERE 65 THIRD-GRADE PUPILS IN WEST BABYLON, NEW YORK. PUPILS AT THE SAME INSTRUCTIONAL LEVEL SCORED HIGHER IN THE RECOGNITION TEST (GATES) THAN IN THE RECALL TEST (IRI). THE RESPONSES OF THE PUPILS ILLUSTRATED THAT THE RESULTS OF A TEST SUCH AS THE GATES CANNOT BE ANALYZED FULLY UNLESS THE MANNER IN WHICH THE RESPONSES WERE DERIVED CAN BE DETERMINED. ON THE IRI, WHERE THE MAJORITY OF TESTING IS ORAL, GUESSING IS HELD TO A MINIMUM. AN ANALYSIS OF PARTIAL READING INDICATED THAT PUPILS CAN READ INACCURATELY AND STILL OBTAIN THE CORRECT ANSWER TO ITEMS ON A STANDARDIZED TEST SUCH AS THE GATES. THEREFORE, INACCURATE READING ALONE DOES NOT ACCOUNT FOR CORRECT OR INCORRECT ANSWERS ON THAT TEST. SIGNIFICANT DIFFERENCES BETWEEN THE TESTS INDICATE THAT THE GATES GRADE-PLACEMENT SCORE REFLECTS A MORE GLOBAL MEASURE OF READING PERFORMANCE THAN DOES THE INSTRUCTIONAL LEVEL OF THE IRI AND THAT THE GATES SHOULD NOT BE EXPECTED TO GIVE A SCORE EQUIVALENT TO THE INSTRUCTIONAL READING LEVEL OF THE INFORMAL TEST. TABLES AND REFERENCES ARE GIVEN. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (SEATTLE, MAY 4-6, 1967). (RH)

**ED 016 566** **24** **RE 001 014**

*HUMPHREY, JACK W.*

**THE EFFECT OF A SUMMER TELEVISION READING PROGRAM ON THE READING ACHIEVEMENT OF CHILDREN. FINAL REPORT.**

EVANSVILLE-VANDERBURGH SCHOOL CORP., IND.

REPORT NUMBER BR-5-1043-FR

REPORT NUMBER CRP-2647-FR

PUB DATE JAN 67

CONTRACT OEC-5-10-262

EDRS PRICE MF-$1.00 HC-$8.60 213P.

DESCRIPTORS *GRADE 1, *READING ACHIEVEMENT, *READING RESEARCH, *TELEVISED INSTRUCTION, SUMMER PROGRAMS,

THE FINAL REPORT OF A STUDY INVOLVING CHILDREN DURING THE SUMMER AFTER FIRST GRADE IS PRESENTED. THE STUDY WAS DESIGNED FOR THESE PURPOSES--(1) TO DETERMINE THE READING LOSS OR GAIN OF FIRST-GRADE CHILDREN DURING THE SUMMER OF 1965 AND 1966, (2) TO DEVELOP AND PRESENT A SUMMER READING PROGRAM BY TELEVISION, AND (3) TO TEST THE NULL HYPOTHESIS THAT THERE IS NO DIFFERENCE BETWEEN THE MEANS OF READING ACHIEVEMENT TESTS TAKEN BY CHILDREN WHO DID AND WHO DID NOT PARTICIPATE IN A SUMMER TELEVISED INSTRUCTION PROGRAM. A STEERING COMMITTEE WAS FORMED AT THE BEGINNING OF THE PROJECT TO APPROVE THE VARIOUS PHASES OF THE PROJECT AS WELL AS TO GIVE SUGGESTIONS AND COMMENTS CONCERNING PLANS FOR EACH PHASE. ACTIVITY BOOKLETS BASED ON CHILDREN'S INTERESTS WERE WRITTEN BY TEACHERS TO COMPLEMENT THE TELEVISION PROGRAM. FORTY HALF-HOUR LESSONS WERE PRESENTED ON TELEVISION. EXPERIMENTAL AND CONTROL GROUPS WERE TESTED IN MAY AND SEPTEMBER USING THE CALIFORNIA READING TEST AND THE CALIFORNIA TEST OF MENTAL MATURITY. THE DATA INDICATE THAT CHILDREN WHO WATCHED OVER ONE-HALF OF THE SUMMER TELEVISION PROGRAMS HAD HIGHER INTELLIGENCE SCORES, BETTER PRESUMMER AND POST SUMMER READING SCORES IN VOCABULARY, COMPREHENSION, AND TOTAL READING, AND MADE GAINS IN READING ABILITY IN ALL READING AREAS DURING THE SUMMER. THE AVERAGE IN READING SCORES FOR THE OTHER GROUPS DECLINED DURING THE SUMMER MONTHS. IMPLICATIONS AND RECOMMENDATIONS AS WELL AS FIGURES AND TABLES ARE PROVIDED. (BK)

**ED 016 567** **RE 001 057**

*SPACHE, GEORGE D.*

**CONTRIBUTIONS OF VISION SCIENCES.**

PUB DATE 1 DEC 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *PERCEPTION, *READING IMPROVEMENT, *READING INSTRUCTION, *RESEARCH UTILIZATION, *VISION, EYE FIXATIONS, EYE REGRESSIONS, PERCEPTUAL MOTOR COORDINATION, READING SKILLS, VISUAL PERCEPTION, VISUALLY HANDICAPPED,

THE IMPLICATIONS OF RESEARCH IN THE VISION SCIENCES FOR READING INSTRUCTION ARE DISCUSSED ON THE BASIS OF (1) STUDIES ON THE PERCEPTUAL BEHAVIOR OF CHILDREN AND THE EFFECT OF LANGUAGE DIRECTIONALITY ON PERCEPTION, (2) STUDIES ON VISUAL CHARACTERISTICS, (3) STUDIES ON THE RELATIONSHIP BETWEEN MOTOR COORDINATION AND READING ABILITY, (4) LONGITUDINAL STUDIES ON CHILDREN'S VISION, AND (5) STUDIES ON VISUAL PERCEPTION. THESE INVESTIGATIONS HAVE RESULTED IN MORE CAREFUL VISION SCREENING, FURTHER INVESTIGATION OF THE EFFECT OF VISUAL TRAINING PROCEDURES FOR CORRECTING FUNCTIONAL DIFFICULTIES, AND MORE ATTENTION FOR THE PERCEPTUAL HABITS OF DIFFERENT TYPES OF READERS. HOWEVER, IMPLEMENTATION IN CLASSROOM PROCEDURES AND INSTRUCTIONAL MATERIALS IS STILL NEEDED. STUDIES ON VISUAL PERCEPTION OFFER JUSTIFICATIONS FOR THE USE OF THE WHOLE METHOD IN BEGINNING READING AND THE SYNTHETIC METHOD IN LATER STAGES, AND FOR PROVIDING THREE-DIMENSIONAL EXPERIENCES DURING BEGINNING READING. THESE STUDIES ALSO RELATE TO TWO PROBLEMS IN READING INSTRUCTION -- (1) THE EFFECT OF DIFFERENT TECHNIQUES ON PERCEPTUAL BEHAVIOR, AND (2) HOW TO ADAPT INSTRUCTION TO PRODUCE DESIRABLE PERCEPTUAL PATTERNS. BIBLIOGRAPHIC DATA ON STUDIES CITED ARE INCLUDED. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 568** **RE 001 058**

*OTTO, WAYNE* *KOENKE, KARL*

**IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY.**

PUB DATE DEC 67

CONTRACT OEC-5-10-154

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT STUDENTS, *ASSOCIATION TEST, *ASSOCIATIVE LEARNING, *PICTORIAL STIMULI, MILWAUKEE VOCATIONAL AND ADULT SCHOOL, THE UNIVERSITY OF WISCONSIN, VERBAL STIMULI, WORD RECOGNITION,

PREVIOUS STUDIES REPORT THAT CHILDREN WHO ARE GOOD READERS DIFFER IN RESPONSE CONSENSUALITY FROM POOR READERS IN A WORK-ASSOCIATION TASK INVOLVING VERBAL OR PICTORIAL STIMULI. TO DETERMINE WHETHER THIS NONCONSENSUALITY EXISTS AMONG ADULTS FROM DIFFERENT READING LEVELS, 15 ADULTS WERE RANDOMLY CHOSEN FROM EACH OF THREE GROUPS--(1) AN ADULT BASIC GROUP READING BELOW THE THIRD-GRADE LEVEL, (2) A VOCATIONAL GROUP AT THE HIGH SCHOOL READING LEVEL, AND (3) A UNIVERSITY GROUP. TWENTY-FIVE BLACK AND WHITE LINE DRAWINGS OF COMMON OBJECTS WERE PRESENTED ON CARDS, AND THE SUBJECTS WERE ASKED TO WRITE THE FIRST ASSOCIATION THAT OCCURRED TO THEM. EACH SUBJECT'S RESPONSES WERE SCORED TWICE. FOR THE FIRST SCORING, THE UNIVERSITY GROUP SERVED AS CONTROL. THEN EACH SUBJECT'S RESPONSES WERE SCORED WITH HIS OWN GROUP AS CONTROL. A CONSENSUALITY SCORE CONSISTED OF THE TOTAL POINTS ACCUMULATED. RESULTS SHOWED THAT REGARDLESS OF THE SCORING SCHEME USED, THE UNIVERSITY GROUP'S MEAN CONSENSUALITY SCORE DIFFERED FROM THE SCORES OF OTHER GROUPS, AND THE VOCATIONAL GROUP'S SCORE DIFFERED FROM THAT OF THE ADULT BASIC GROUP. EVIDENTLY, CHILDREN AND ADULTS WHO ARE POOR READERS TEND TO RESPOND IDIOSYNCRATICALLY. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 569** **RE 001 059**

*BERGER, ALLEN*

CONTROVERSIAL ISSUES PERTAINING TO READING RATE.

PUB DATE DEC 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *READING RESEARCH, *READING SPEED, *RESEARCH NEEDS, *RESEARCH PROBLEMS, CARBONDALE, ILLINOIS, RAPID READING, READING COMPREHENSION, SOUTHERN ILLINOIS UNIVERSITY,

CONFLICTING VIEWS CONCERNING READING RATE ARE PRESENTED. THE CLAIMS MADE BY PROPONENTS OF DIFFERENT METHODS OR PROGRAMS AND THE USE OF MECHANICAL DEVICES TO INCREASE READING RATE ARE MAJOR ISSUES. CLAIMS ARE MADE THAT MOST EXPERIMENTAL STUDIES ARE MERELY DESCRIPTIVE STUDIES, AND THAT OTHERS LACK PILOT STUDIES AND ADEQUATE CONTROL GROUPS. RELATED TO THESE PROBLEMS IS THE MEASUREMENT OF READING RATE AND THE INTERPRETATION OF RESULTS. SOME INVESTIGATORS SUGGEST THAT READING RATE SHOULD BE CORRELATED WITH COMPREHENSION. OTHERS RECOMMEND THE RESIDUAL GAINS METHOD, AND STILL OTHERS URGE COUNTING SYLLABLES. THE NEED FOR AN ACCEPTABLE DEFINITION OF READING RATE IS MAJOR, SINCE THE DEFINITION DETERMINES HOW THE SKILL WILL BE MEASURED. OTHER PROBLEMS ARE -- (1) THE EFFECT OF PERSONALITY INTERACTION, OF INDIVIDUAL DIFFERENCES, OF OPERANT CONDITIONING, (2) THE MERITS OF EACH TECHNIQUE OR PROGRAM ASIDE FROM INCREASING READING RATE, (3) FOLLOWUP STUDIES, (4) WHEN INSTRUCTION ON READING RATE SHOULD BEGIN, (5) PREDICTION, AND (6) THE PROBLEM OF COMPREHENSION AND FLEXIBILITY. AN EXTENSIVE BIBLIOGRAPHY IS INCLUDED. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 570** **RE 001 061**

*SCHLEICH, MIRIAM RAUCH, SIDNEY J.*

COMBINING A PROGRAM OF READING IMPROVEMENT WITH THE STUDY OF HISTORY.

PUB DATE DEC 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE FRESHMEN, *CONTENT READING, *READING IMPROVEMENT, *READING SKILLS, *STUDY SKILLS, HEMPSTEAD, HOFSTRA UNIVERSITY, NEW YORK, READING DIFFICULTY, READING FAILURE,

A PILOT PROGRAM IS BEING CONDUCTED AT HOFSTRA UNIVERSITY IN HEMPSTEAD, NEW YORK, THROUGH THE JOINT EFFORTS OF ITS READING CENTER AND HISTORY DEPARTMENT. THIS COORDINATED HISTORY-READING PROGRAM FOR COLLEGE FRESHMEN WAS DEVELOPED TO INVESTIGATE THE CAUSES OF STUDENTS' DIFFICULTIES IN A COURSE REQUIRING EXTENSIVE READING, TO ANALYZE THE CONTENT OF A FRESHMAN HISTORY COURSE, AND TO IMPROVE THE READING AND STUDY SKILLS OF COLLEGE FRESHMEN TAKING THIS COURSE. FOUR INSTRUCTORS ANALYZED THE CONTENT OF THE HISTORY COURSE AND THE READING PROBLEMS OF THE STUDENTS AND THEN PLANNED THE CONTENT AND STRUCTURE OF THE COORDINATED COURSE. FOUR HISTORY SECTIONS OF 30 STUDENTS EACH ARE BEING CONDUCTED. TWO SECTIONS HAVE 15 STUDENTS EACH ATTENDING THE COOORDINATED COURSE ON A VOLUNTARY BASIS. THE OTHER TWO SECTIONS HAVE 15 STUDENTS EACH PARTICIPATING AS A CONTROL GROUP THIS TERM. THESE STUDENTS WILL BE THE EXPERIMENTAL STUDENTS NEXT TERM. IN ADDITION TO ATTENDANCE IN THE REGULAR HISTORY COURSE, THE EXPERIMENTAL STUDENTS MEET ONCE A WEEK AT THE READING CENTER FOR 3 HOURS OF INSTRUCTION AND PRACTICE IN READING SKILLS, NOTE TAKING, AND STUDY TECHNIQUES USING SPECIAL MATERIALS TO SUPPLEMENT THE CONTENT OF THE HISTORY COURSE. PERFORMANCES IN THE TWO COURSES ARE GRADED SEPARTELY AND CREDITED. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 571** **RE 001 066**

*ABRAMS, JULES C.*

PSYCHOTHERAPY AND LEARNING PROBLEMS--THE ROLE OF THE CLINICAL PSYCHOLOGIST.

PUB DATE DEC 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *COLLEGE STUDENTS, *LEARNING DIFFICULTIES, *PSYCHOLOGICAL EVALUATION, *PSYCHOTHERAPY, *UNDERACHIEVERS, CLINICAL DIAGNOSIS, HAHNEMANN MEDICAL COLLEGE AND HOSPITAL, LOW ACHIEVEMENT FACTORS, PSYCHOLOGICAL NEEDS, PSYCHOLOGICAL TESTS, READING DIAGNOSIS, READING DIFFICULTY,

THE ROLE OF THE CLINICAL PSYCHOLOGIST AS A PSYCHOTHERAPIST WHO DEALS WITH THE EMOTIONAL AND LEARNING DIFFICULTIES OF COLLEGE STUDENTS IS DISCUSSED. PSYCHOTHERAPY IS PROVIDED AFTER AN EXTENSIVE PSYCHOLOGICAL EVALUATION WHICH INCLUDES THE ADMINISTRATION OF OTHER PROJECTIVE TESTS IS MADE. THIS EVALUATION PROVIDES THE PSYCHOLOGIST SOME INFORMATION ON THE STUDENT'S THINKING AND BEHAVIOR, PERSONALITY, INTELLIGENCE LEVEL, ACHIEVEMENT LEVEL, AND THE POSSIBLE EMERGENCE OF A THINKING DISORDER. ONCE IT IS ESTABLISHED THAT THE LEARNING DIFFICULTIES ARE CAUSED BY EMOTIONAL CONFLICTS, PSYCHOTHERAPY CAN BE PLANNED. THE PSYCHOLOGIST HAS TO CONTEND WITH, AMONG OTHER PROBLEMS, THE STUDENT'S REFUSAL TO RECOGNIZE THE RELATIONSHIP BETWEEN HIS LEARNING DIFFICULTIES AND HIS EMOTIONAL CONFLICTS. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 572** **RE 001 069**

*ADAMS, EFFIE KAYE*

TUTORING--AN ASPECT OF CLINICAL PROCEDURES IN A COLLEGE READING LABORATORY.

PUB DATE 30 NOV 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *CLINICAL DIAGNOSIS, *INSTRUCTIONAL PROGRAMS, *READING CLINICS, *TUTORING, DROPOUT PREVENTION, GIFTED STUDENTS, INDIVIDUALIZED PROGRAMS, READING DIAGNOSIS, READING DISABILITY, SELF CONCEPT, TUTORING PROGRAMS, UNIVERSITY OF OKLAHOMA,

SPECIALIZED INSTRUCTION PROVIDED FOR INDIVIDUAL STUDENTS OR SMALL GROUPS OF STUDENTS IN ORDER TO IMPROVE ACADEMIC PROGRESS AND PERSONAL ADJUSTMENT TO CLASSROOM WORK IS DISCUSSED. TUTORING IS CONSIDERED THE HEART OF THE REMEDIAL AND CLINICAL READING PROGRAM IN A COLLEGE READING LABORATORY. DATA FROM QUESTIONNAIRES SENT TO 40 COLLEGE READING CLINICS ARE SUMMARIZED IN TERMS OF THE PERCENTAGE OF DISABLED READERS, TREATMENT, AND CLINIC PERSONNEL. THE COST OF SERVICES, DIAGNOSTIC TECHNIQUES, AND BASIC PLANS FOR REMEDIAL TRAINING ARE PRESENTED IN THE INTEREST OF ASSISTING POTENTIAL DROPOUTS AND STIMULATING GIFTED STUDENTS. REFERENCES ARE INCLUDED. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (MC)

**ED 016 573** **24** **RE 001 093**

*OTTO, WAYNE AND OTHERS*

PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMENTARY SCHOOL.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-WP-7

REPORT NUMBER WRDCCL-WP-7

PUB DATE JUL 67

CONTRACT OEC-5-10-154

EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS *ELEMENTARY GRADES, *READING SKILLS, *SKILL DEVELOPMENT, *TEACHING GUIDES, COGNITIVE PROCESSES, CREATIVE READING, HUEGEL SCHOOL, INDEPENDENT READING, INTERPRETIVE READING, MADISON, MADISON PUBLIC SCHOOLS, READING COMPREHENSION, STUDY SKILLS, WISCONSIN, WORD RECOGNITION,

A PROTOTYPIC GUIDE TO READING SKILL DEVELOPMENT IN THE ELEMEN-

TARY SCHOOL FOCUSES ON THE COGNITIVE SKILLS THAT INFLUENCE ACHIEVEMENT IN READING. THE GUIDE PROVIDES EXPLICIT STATEMENTS OF THE FOLLOWING SKILLS -- WORD RECOGNITION, COMPREHENSION, STUDY SKILLS, SELF-DIRECTED READING, INTERPRETIVE READING, AND CREATIVE READING--AND A SPECIFIC FRAMEWORK FOR TEACHING THE READING SKILLS. NO ATTEMPT IS MADE TO DESCRIBE A COMPLETE PROGRAM FOR THE DEVELOPMENTAL TEACHING OF READING. THE GUIDE IS TO BE TESTED IN A VARIETY OF SCHOOL SETTINGS AND IS CONSIDERED "STRICTLY TRANSITORY." THE MODEL EXERCISES USED TO ASSESS THE SKILLS ARE INCLUDED. (BK)

**ED 016 574** **RE 001 094**
*HERBER, HAROLD L.*
THE STATE OF READING.
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$1.00 23P.

DESCRIPTORS *FEDERAL PROGRAMS, *READING, *TEACHER IMPROVEMENT, ADMINISTRATOR ROLE, EQUIPMENT UTILIZATION, INSERVICE TEACHER EDUCATION, PRESERVICE EDUCATION, RESEARCH, TEACHING METHODS,

NATIONAL CONCERN ABOUT THE STATE OF READING EXISTS TODAY BECAUSE MANY CITIZENS ARE UNABLE TO READ ADEQUATELY. THE TREND TOWARD A REASONED RESPONSE TO THE READING CRISIS IS BASED ON THE FOLLOWING FACTORS -- (1) THE TEACHER'S SKILL IS MORE IMPORTANT THAN THE MATERIALS HE USES, (2) NO ONE METHOD OR SET OF MATERIALS ADQUATELY SUITS ALL STUDENTS, AND (3) RESEARCH FINDINGS NEED TO BE TRANSLATED INTO CLASSROOM PRACTICE. EVIDENCE OF THESE FACTORS FOUND IN RESEARCH STUDIES AND PROGRAMS IS EXAMINED. SUGGESTIONS ARE MADE TO ENCOURAGE SCHOOL ADMINISTRATORS TO HELP TEACHERS IMPROVE INSTRUCTION. REFERENCES ARE PROVIDED. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (BK)

**ED 016 575** **RE 001 095**
*OTTO, WAYNE RARICK, G. LAWRENCE*
EFFECT OF TIME OF TRANSITION FROM MANUSCRIPT TO CURSIVE WRITING UPON SUBSEQUENT PERFORMANCE IN HANDWRITING, SPELLING, AND READING.
PUB DATE FEB 68
EDRS PRICE MF-$0.25 HC-$0.92 21P.

DESCRIPTORS *GRADE 4, *GRADE 6, *HANDWRITING SKILLS, *READING ACHIEVEMENT, *READING RESEARCH, HANDWRITING, SEX DIFFERENCES, SPELLING, WISCONSIN SCALE,

THE RELATIONSHIP OF THE HANDWRITING, READING, AND SPELLING PERFORMANCE OF FOURTH- AND SIXTH-GRADE CHILDREN TO THE TRANSITION TIME FROM MANUSCRIPT TO CURSIVE WRITING WAS STUDIED. THE FOUR TRANSITION TIMES WERE EITHER THE FIRST OR SECOND SEMESTER IN GRADE 2 OR THE FIRST OR SECOND SEMESTER IN GRADE 3. HANDWRITING LEGIBILITY WAS MEASURED BY THE WISCONSIN SCALE, A 7-POINT SCALE, AND BY A SCALE PROVIDED WITH THE CALIFORNIA ACHIEVEMENT BATTERY, A 7-POINT SCALE. HANDWRITING SPEED WAS MEASURED. THE CALIFORNIA ACHIEVEMENT TESTS WERE USED TO MEASURE ACHIEVEMENT IN READING AND SPELLING. ANALYSES OF VARIANCE WERE RUN. THERE WAS NO SIGNIFICANT DIFFERENCE BETWEEN TRANSITION TIME AND TOTAL READING SCORE. THERE WAS A SIGNIFICANT INTERACTION BETWEEN TRANSITION TIME AND GRADE ON THE VOCABULARY SUBTEST. IN SPELLING ACHIEVEMENT, SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN TRANSITION GROUPS, SEX, AND GRADE LEVEL. IN TERMS OF SPEED OF WRITING, DATA INDICATED THAT POSTPONEMENT OF TRANSITION UNTIL THE LAST HALF OF THIRD GRADE WAS BEST. IT APPEARED THAT WHEN INCREASED SPEED WAS ASSOCIATED WITH LATE TRANSITION, LEGIBILITY WAS DECREASED. SIGNIFICANT DIFFERENCES CONCERNING LEGIBILITY WERE FOUND ACCORDING TO TRANSITION TIME WHEN LEGIBILITY WAS MEASURED BY THE WISCONSIN SCALE. THE FINDINGS SEEM TO SUPPORT RECONSIDERATION OF THE EFFECT OF INTRODUCING CURSIVE WRITING IN FIRST GRADE UPON SYMBOL PERCEPTION IN READING. A DISCUSSION AND REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 6-11, 1968). (BK)

**ED 016 576** **RE 001 096**
*COOPER, CARIN*
THE RELATIONSHIPS AMONG READING ABILITY, GRADE LEVEL, SYNTACTICAL MEDIATION IN PAIRED-ASSOCIATE LEARNING.
PUB DATE FEB 68
EDRS PRICE MF-$0.25 HC-$1.36 32P.

DESCRIPTORS *PAIRED ASSOCIATE LEARNING, *READING ABILITY, *READING RESEARCH, GRADE 2, GRADE 4, LEARNING, MEDIATION THEORY, RETARDED READERS,

THE RELATIONSHIP BETWEEN READING ABILITY AND SYNTACTICAL MEDIATION IN PAIRED-ASSOCIATE (PA) LEARNING WAS EXAMINED. SUBJECTS WERE 64 FOURTH AND SECOND GRADERS IN WISCONSIN WHO WERE GROUPED ACCORDING TO GRADE LEVEL, TWO READING LEVELS, TWO TYPES OF INSTRUCTION, AND SEX. THE INSTRUCTIONAL TYPES WERE MEDIATION AND NONMEDIATION. THE STIMULI WERE 16 PICTURES PAIRED TO MINIMIZE ASSOCIATION VALUE. THE NUMBER OF TRIALS TO CRITERION AND ANALYSIS OF VARIANCE WERE USED TO ANALYZE THE DATA. BOYS AND GIRLS DID NOT DIFFER ON THE PA TASK, NOR DID THE GOOD AND POOR READERS. MEDIATION INSTRUCTION FACILITATED PA LEARNING. FOURTH GRADERS PERFORMED BETTER THAN SECOND GRADERS. THERE WAS AN INTERACTION AMONG READING ABILITY, INSTRUCTION, AND GRADE LEVEL. INTELLIGENCE AND READING ACHIEVEMENT WERE MORE CLOSELY RELATED IN FOURTH GRADE THAN IN SECOND GRADE. REFERENCES ARE INCLUDED. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 6-10, 1968). (BK)

**ED 016 577** **RE 001 099**
*COLEMAN, E.B.*
COLLECTING A DATA BASE FOR AN EDUCATIONAL TECHNOLOGY. 1, EVOLVING A PSYCHOLINGUISTIC READING PROGRAM.
EDRS PRICE MF-$0.25 HC-$1.72 41P.

DESCRIPTORS *BEGINNING READING, *MATERIAL DEVELOPMENT, *PSYCHOLINGUISTICS, *READING RESEARCH, BASIC READING, LEARNING, LEARNING THEORIES, PHONICS, READING SKILLS, SEQUENTIAL LEARNING, SOUTHWEST REGIONAL LABORATORY, STIMULUS BEHAVIOR,

SOON IT WILL BE POSSIBLE TO REDUCE TO A TECHNOLOGY THE CONSTRUCTION OF MATERIALS FOR THE PRINTED COMMUNICATION SKILL IN FIRST GRADE. THIS TECHNOLOGY REQUIRES A DATA BASE, A HUGE MATRIX OF S-R FUNCTIONS THAT PLOT THE EFFECT OF A STIMULUS-DIMENSION UPON A READING RESPONSE. A CONSIDERABLE PORTION OF THE DATA BASE CAN BE PROVIDED BY REPLICATING PREVIOUS EXPERIMENTS WITH RELEVANT LEARNER POPULATIONS AND RELEVANT LANGUAGE POPULATIONS. THIS DATA BASE WOULD CALIBRATE LINGUISTIC UNITS AS TO LEARNABILITY. AN EDUCATION ENGINEER COULD ORDER THE LOW-ORDER TASKS OF READING INTO A SEQUENCE THAT WOULD FACILITATE THE INDUCTION OF MORE GENERAL CONCEPTS, SUCH AS THOSE OF PHONICS AND SPELLING. TO COLLECT A DATA BASE OF THIS MAGNITUDE, EDUCATION AND PSYCHOLOGY MUST INCREASE THE EFFICIENCY OF THEIR RESEARCH TECHNIQUES. EDUCATION MUST PRODUCE CHEAPER AND MORE EFFICIENT DATA COLLECTORS. A COMPLEMENTARY STRATEGY FOR PRODUCING MATERIALS WOULD BE TO REFINE A PROTOTYPE THROUGH A SELF-CORRECTING CYCLE OF TEST-REFINE-TEST-REFINE. A RAPIDLY EVOLVING PROTOTYPE CALLED THE PSYCHOLINGUISTIC READING PROGRAM IS DESCRIBED. TABLES AND FIGURES ARE INCLUDED. (AUTHOR)

**ED 016 578** **RE 001 100**
*BLIESMER, EMERY P.*
1967 REVIEW OF RESEARCH IN COLLEGE-ADULT READING.
PUB DATE DEC 67
DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ADULT READING PROGRAMS, *READING RESEARCH, *READING SKILLS, *RESEARCH REVIEWS (PUBLICATIONS), *STUDY SKILLS, READING ACHIEVEMENT, READING COMPREHENSION, READING IMPROVEMENT, READING INSTRUCTION, READING MATERIALS, READING PROGRAMS, READING RATE, READING TEST SCORES,

A REVIEW OF 124 ARTICLES PERTAINING TO COLLEGE AND ADULT READING WHICH APPEARED IN THE PERIODICAL LITERATURE IS PRESENTED. THE ARTICLES ARE TREATED WITHIN THE FOLLOWING AREAS--(1) PROGRAMS, INCLUDING READING AND STUDY HABITS, TRAITS, AND SKILLS, (2) THE INFLUENCE OF READING, STUDY HABITS, AND SKILLS, (3) THE FACTORS INFLUENCING READING AND OTHER STUDY HABITS AND SKILLS, AND (4) MISCELLANEOUS, INCLUDING TESTS, NEWSPAPERS, READABILITY, AND OTHER AREAS. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (JM)

**ED 016 579** **RE 001 101**
*FELDMANN, SHIRLEY C. AND OTHERS*
A STUDY OF THE EFFECTS OF AUDITORY TRAINING ON REMEDIAL READING.
PUB DATE 17 FEB 66
EDRS PRICE MF-$0.25 HC-$0.44 9P.

DESCRIPTORS *AUDITORY TRAINING, *GRADE 3, *READING ACHIEVEMENT, *READING RESEARCH, *RETARDED READERS, AUDITORY DISCRIMINATION, AUDITORY TESTS, NEGRO STUDENTS, PUERTO RICANS, READING INSTRUCTION, SOCIALLY DISADVANTAGED,

COMBINATIONS OF READING AND AUDI-

TORY PROGRAMS FOR RETARDED READERS WERE VARIED TO DETERMINE THE EFFECTS ON THE SHORT AND LONG TERM READING SKILLS. FORTY-THREE THIRD-GRADE NEGRO AND PUERTO RICAN SOCIALLY DEPRIVED STUDENTS SERVED AS SUBJECTS. THEIR READING LEVEL WAS AT LEAST ONE GRADE LEVEL BELOW THEIR ACTUAL GRADE PLACEMENT. THERE WERE THREE EXPERIMENTAL AND ONE CONTROL TREATMENT GROUPS. THE EXPERIMENTAL GROUPS RECEIVED AUDITORY TRAINING ONLY, READING INSTRUCTION ONLY, OR A COMBINATION. FOUR TUTORS TAUGHT SMALL GROUPS 3 TIMES PER WEEK FOR 5 MONTHS. READING TESTS AND AUDITORY TESTS WERE ADMINISTERED. TESTING WAS DONE PRIOR TO THE TREATMENT, IMMEDIATELY FOLLOWING THE TREATMENT, AND AGAIN 6 AND 12 MONTHS LATER. ANALYSIS OF COVARIANCE WAS USED TO ANALYZE THE DATA. THERE WAS NO OVERALL SUPERIORITY FOR ANY TREATMENT GROUP ON THE INITIAL POST-TEST. AT THE END OF 6 AND 12 MONTHS, THE READING SCORES FOR ALL GROUPS INCREASED. THERE WAS A TUTOR BY TREATMENT INTERACTION AND AN ETHNIC GROUP BY TREATMENT INTERACTION. THE EVIDENCE SUGGESTS THAT THE VARIOUS COMBINATIONS OF READING AND AUDITORY PROGRAMS USED IN THIS STUDY DID NOT SEEM TO GREATLY AFFECT IMPROVEMENT IN READING. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 17, 1966). (BK)

**ED 016 580** **RE 001 102**
*HUUS, HELEN*
**CRITICAL ASPECTS OF COMPREHENSION.**
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.84 19P.**
DESCRIPTORS *CRITICAL READING, *READING ABILITY, *READING COMPREHENSION, *READING INSTRUCTION, *READING SKILLS, CONTENT READING, INTERPRETIVE READING, LITERARY DISCRIMINATION, ORAL READING, READING DEVELOPMENT, READING IMPROVEMENT, SILENT READING,
THE THREE LEVELS NECESSARY FOR SKILL IN CRITICAL READING ARE (1) LITERAL MEANING, (2) INTERPRETATION, AND (3) ASSIMILATION AND PSYCHOLOGICAL INTEGRATION. TO RENDER JUDGMENTS AND EVALUATIONS OF VARIOUS READINGS, THE CRITICAL READER MUST DETERMINE THE WORTH, VALIDITY, AND QUALITY OF THE TEXT. HE TRIES TO MAINTAIN OBJECTIVITY, ATTEMPTS TO FIND THE AUTHOR'S PURPOSES AND ULTERIOR MOTIVES, ANALYZES THE CONTENT ACCORDING TO ITS TYPE, ACCURACY, INTERNAL CONSISTENCY, STYLE, AND ETHICAL VALUES, AND JUDGES ITS QUALITY IN RELATION TO HIS CURRENT NEEDS. EACH READER WILL DETERMINE HIS LEVEL OF TASTE ACCORDING TO HIS ABILITY, INTERESTS, AND PURPOSES. CRITICAL READING PREPARES HIM TO DO THIS PRECISELY. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (AUTHOR/JM)

**ED 016 581** **RE 001 103**
*GREENE, FRANK P. AND OTHERS*
**CLOZE SYMPOSIUM.**
PUB DATE 1 DEC 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CLOZE PROCEDURE, *READABILTIY, *SYMPOSIA,
A SYMPOSIUM DISCUSSION OF THE CLOZE PROCEDURE IS PRESENTED. SIX PARTICIPANTS DISCUSSED THE RESEARCH, THE POTENTIAL USES OF CLOZE MEASUREMENT, AND THE LIMITATIONS AND PROBLEMS CONCERNING CLOZE MEASUREMENT. REFERENCES ARE INCLUDED. THIS SYMPOSIUM WILL BE PUBLISHED IN THE YEARBOOK OF THE READING CONFERENCE. (BK)

**ED 016 582** **RE 001 104**
*FRY, EDWARD*
**A READABILITY FORMULA THAT SAVES TIME.**
PUB DATE DEC 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *PREDICTIVE VALIDITY, *READABILITY, *READING RESEARCH, GRAPHS, READABILITY GRAPH, READING LEVEL, SENTENCES, SYLLABLES,
A REVISION OF THE READABILITY GRAPH WITH DIRECTIONS FOR ITS USE AND VALIDTIY DATA ARE PRESENTED. THE USE OF THE GRAPH INVOLVES WORD SAMPLES, NUMBER OF SENTENCES, AND NUMBER OF SYLLABLES. THE LATTER TWO ARE PLOTTED ON A GRAPH TO ASCERTAIN GRADE LEVELS. THE CORRELATIONS OF THE READABILITY GRAPH WITH THE DALE-CHALL, FLESCH, AND SPACHE FORMULAS ARE REPORTED. A SAMPLE GRAPH, TABLES, AND REFERENCES ARE INCLUDED. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (BK)

**ED 016 583** **RE 001 105**
*HILLERICH, ROBERT L. BOOS, ROBERT W.*
**EFFECTS OF DOMINANCE AND CONTROL ON READING ACHIEVEMENT.**
GLENVIEW PUBLIC SCHOOLS, ILL.
PUB DATE JAN 68
**EDRS PRICE MF-$0.25 HC-$0.64 14P.**
DESCRIPTORS *GRADE 8, *LATERAL DOMINANCE, *LONGITUDINAL STUDIES, *READING ACHIEVEMENT, *READING RESEARCH, EYE HAND COORDINATION, PUBLIC SCHOOLS,
TWO DISPARATE STUDIES WERE REPLICATED WITH A PUBLIC SCHOOL POPULATION USED BY HILLERICH IN A 4-YEAR STUDY OF THE DEVELOPMENT OF HANDEDNESS AND EYEDNESS. SUBJECTS WERE 273 SEVENTH AND EIGHTH GRADERS WHO REMAINED FROM AN ORIGINAL POPULATION OF 400. TESTS WERE ADMINISTERED TO DETERMINE EYE DOMINANCE, HANDEDNESS, CONTROLLING EYE, READING ACHIEVEMENT, AND GROUP INTELLIGENCE. THE GROUP WAS DIVIDED ON THE BASIS OF TEST RESULTS INTO THREE DOMINANCE CATEGORIES – UNILATERAL, CROSSED, AND MIXED. CHI SQUARE AND T TESTS WERE USED TO ANALYZE THE DATA. SUBJECTS TESTED IN GRADE 2 AND AGAIN IN GRADE 8 EXHIBITED A SHIFT FROM UNILATERAL DOMINANCE TOWARD AMBIDEXTERITY AND/OR AMBIEYEDNESS. THERE WAS NO SIGNIFICANT DIFFERENCE IN READING ACHIEVEMENT AMONG THE GROUPS, NOR WAS THERE A SIGNIFICANT DIFFERENCE IN EYE-HAND DOMINANCE PATTERNS BETWEEN MALE AND FEMALE SUBJECTS. TABLES, A DISCUSSION, AND REFERENCES ARE INCLUDED. (BK)

**ED 016 584** **RE 001 106**
*GRIESE, ARNOLD A.*
**READING IMPROVEMENT AT THE COLLEGE LEVEL.**
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.76 17P.**
DESCRIPTORS *COLLEGE STUDENTS, *DEVELOPMENTAL READING, *ENGLISH INSTRUCTION, *READING INSTRUCTION, INTERPRETIVE READING, RESEARCH REVIEWS, SPEED READING, TEACHER EDUCATION, TEACHER RESPONSIBILITY,
THE QUESTION WHETHER OR NOT READING INSTRUCTION SHOULD BE INCLUDED IN THE COLLEGE CURRICULUM WAS EXAMINED. ALTHOUGH 75 PERCENT OF THE INSTITUTIONS OF HIGHER LEARNING PROVIDE SOME TYPE OF READING INSTRUCTION, THE POSITION OF COLLEGE READING INSTRUCTION IS UNCERTAIN. THE READING COURSE HAS NO BODY OF PRINCIPLES WHICH CAN BE TAUGHT AND EXPANDED UPON. THE REQUIRED COURSE WORK IS UNDER THE AUSPICES OF MANY DEPARTMENTS--PSYCHOLOGY, ENGLISH, EDUCATION, EDUCATIONAL PSYCHOLOGY, PERSONNEL SERVICES, ETC. THE HISTORICAL RATIONALE FOR THE FAILURE OF ENGLISH TEACHERS TO ASSUME RESPONSIBILITY FOR THE COLLEGE READING PROGRAM IS DISCUSSED. IT IS SUGGESTED THAT THE ENGLISH PROFESSION CONDUCT AN EXTENSIVE STUDY OF THE NATURE OF THE READING PROCESS AND ITS HISTORICAL DEVELOPMENT. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (JM)

**ED 016 585** **RE 001 107**
*CRAIG, MYRTLE C.*
**READING AND WRITING STANDARD ENGLISH.**
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**
DESCRIPTORS *READING, *SOCIAL DIALECTS, *SPEAKING, *WRITING, EDUCATIONAL PSYCHOLOGY, LANGUAGE ARTS, LANGUAGE DEVELOPMENT, LEARNING PROCESSES, LISTENING, ORAL ENGLISH,
THE PROBLEM OF HOW TO TEACH PUPILS IN THE ELEMENTARY SCHOOLS TO READ AND WRITE STANDARD ENGLISH IS DISCUSSED. THE VALUE OF ORAL LANGUAGE AS A MEANS OF ATTAINING READING AND WRITING PROFICIENCY IS SUGGESTED. SUCCESS IN THESE AREAS CAN BE ATTAINED IF (1) THE HOME LANGUAGE OF THE CHILD IS ACCEPTED, (2) THE CHILD IS OFFERED MATERIALS ON HIS LEVEL OF UNDERSTANDING AS WELL AS ON HIS LEVEL OF SPEECH, (3) THE CHILD'S WRITING IS ACCEPTED ON THE BASIS OF SUCCESSFUL COMMUNICATION RATHER THAN ON THE BASIS OF MECHANICS, (4) THE CHILD IS IMMERSED IN ORAL SPEECH, (5) THE THOUGHT PROCESS IN SPEECH IS EXPLAINED TO HIM AS THOUGHT-ACTION AND WRITING AS AFTER-THOUGHT. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (JM)

**ED 016 586** **RE 001 108**
*BORMUTH, JOHN R.*
**NEW DATA ON READABILITY.**
PUB DATE 5 MAY 67
**EDRS PRICE MF-$0.25 HC-$0.52 11P.**
DESCRIPTORS *CLOZE PROCEDURE, *READABILITY, GRAMMAR, SYNTAX,
READABILITY RESEARCHERS HAVE MADE ADVANCES IN THE PAST FEW YEARS, INCREASING THE ACCURACY OF READABILITY FORMULAS BY AS MUCH AS 75 PERCENT. THIS PROGRESS WAS POSSIBLE LARGELY BECAUSE RESEARCHERS IN SEVERAL DISCIPLINES DEVELOPED RESEARCH TOOLS WHICH AIDED IN

THE STUDY OF READABILITY. PSYCHOLOGISTS DEVELOPED THE CLOZE PROCEDURE INTO AN ACCURATE AND RELIABLE METHOD OF MEASURING LANGUAGE DIFFICULTY. LINGUISTS DEVELOPED DESCRIPTIONS OF VARIOUS FEATURES OF LANGUAGE, AND THESE DESCRIPTIVE DEVICES WERE ADDED INTO NEW TECHNIQUES FOR MEASURING THE FEATURES OF LANGUAGE THAT INFLUENCE ITS COMPREHENSION DIFFICULTY. FINALLY, ADVANCES IN THE UNDERSTANDING OF THE MATHEMATICS USED BY READABILITY RESEARCHERS LED TO IMPROVED DESIGNS FOR READABILITY FORMULAS. THE RESULTS OF THIS PROGRESS IS THAT, WITHIN A YEAR OF TWO, EDUCATORS WILL HAVE IMPROVED TOOLS FOR DETERMINING WHETHER INSTRUCTIONAL MATERIALS ARE SUITABLE FOR USE WITH THEIR STUDENTS. THIS PAPER WAS PRESENTED AT A MEETING COSPONSORED BY THE INTERNATIONAL READING ASSOCIATION AND THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION (SEATTLE, MAY 5, 1967). (AUTHOR/BL)

**ED 016 587** **RE 001 109**

*SHAW, JUDITH A.*

**READING PROBLEMS IN MATHEMATICS TEXTS.**

PUB DATE AUG 67

EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS *ELEMENTARY SCHOOL MATHEMATICS, *READABILITY, *SECONDARY SCHOOL MATHEMATICS, *TEXTBOOK EVALUATION, *VOCABULARY, CONTENT READING, READING LEVEL, READING SKILLS, SAN DIEGO STATE COLLEGE, SCHOOL OF EDUCATION,

CALIFORNIA STATE-ADOPTED MATHEMATICS TEXTBOOKS FOR GRADES 1 THROUGH 8 WERE ANALYZED TO DETERMINE THE READABILITY LEVELS, THE AMOUNT OF EXPOSITORY AND STORY-PROBLEM READING REQUIRED, AND THE FREQUENCY OF MATHEMATICS VOCABULARY USED. READABILITY WAS DETERMINED THROUGH THE DALE-CHALL FORMULA AND THE FINDINGS OF AN EARLIER STUDY USING SPACHE'S FORMULA. CHAPTERS RANDOMLY CHOSEN FROM THE INTERMEDIATE AND JUNIOR HIGH TEXTBOOKS AND ALL THE PRIMARY TEXTBOOKS WERE STUDIED TO INVESTIGATE THE AMOUNT OF READING REQUIRED. WORD LISTS WERE CONSTRUCTED FOR EACH LEVEL AND COMPARED WITH THORNDIKE'S WORD LIST FOR VOCABULARY LOAD. RESULTS INDICATE THAT THERE WAS A WIDE RANGE OF READABILITY LEVELS WITHIN EACH TEXTBOOK. ONLY THE FOURTH, FIFTH, AND SIXTH GRADE TEXTBOOKS FELL WITHIN THE INTENDED RANGE. THE INTERMEDIATE AND JUNIOR HIGH TEXTBOOKS REQUIRED A CONSIDERABLE AMOUNT OF EXPOSITORY AND STORY-PROBLEM READING, BUT THERE WAS NO ORDERLY PROGRESSION IN THE AMOUNT OF READING REQUIRED. THERE WAS A SIGNIFICANT GAP BETWEEN THE THIRD AND FOURTH GRADES. THE VOCABULARY LOAD WAS THE LOWEST AT THE PRIMARY LEVEL AND GREATEST AT THE JUNIOR HIGH LEVEL, WITH A GRADUAL INCREASE AT THE INTERMEDIATE LEVEL. TABULATED RESULTS ACCOMPANY THE FINDINGS, AND AN EXTENSIVE BIBLIOGRAPHY IS PROVIDED. (NS)

**ED 016 588** **RE 001 110**

*KASDON, LAWRENCE M.*

**LANGUAGE EXPERIENCE APPROACH FOR CHILDREN WITH NON-STANDARD DIALECTS.**

PUB DATE NOV 67

EDRS PRICE MF-$0.25 HC-$0.44 9P.

DESCRIPTORS *BEGINNING READING, *LANGUAGE ARTS, *LANGUAGE EXPERIENCE APPROACH, *NONSTANDARD DIALECTS, AUDIOVISUAL INSTRUCTION, DICTATING, LITERATURE APPRECIATION, SOCIOECONOMIC INFLUENCES, SPELLING,

THE LANGUAGE EXPERIENCE APPROACH TO READING FOR CHILDREN WITH DIALECTAL PROBLEMS IS PRESENTED AS A TOTAL APPORACH TO READING RATHER THAN AS A METHOD. THE CHILD IS ENCOURAGED TO EXPRESS HIS THOUGHTS ABOUT HIS ENVIRONMENT. THESE THOUGHTS AND EXPRESSIONS ARE RECORDED AND PERHAPS ILLUSTRATED AND THEN READ BY THE CHILD. AS MUCH AS POSSIBLE, THE CHILD'S OWN WORDS ARE RECORDED FOR HIM, AND ONLY GROSSEST ERRORS ARE CHANGED TO COMPLY WITH GRAMMATICAL STRUCTURING. PHONEME-GRAPHEME CORRESPONDENCE ACROSS DIALECTAL LINES SHOULD BE TAUGHT CAUTIOUSLY. SPELLING ACROSS DIALECTS SHOULD BE UNIFORM. TEACHERS SHOULD ALLOW THE CHILD TO READ IN HIS DIALECT AND SHOULD REMEMBER THAT SPELLING MAY NOT DETERMINE PRONUNCIATION. IT IS RECOMMENDED THAT (1) THE LANGUAGE EXPERIENCE APPROACH BE USED WITH CHILDREN AS EARLY AS POSSIBLE, (2) SPEECH, VOCABULARY, AND CONCEPTS BE DEVELOPED CONTINUOUSLY, (3) SKILLS BE TAUGHT SYSTEMATICALLY, (4) AUDIOVISUAL INSTRUCTION BE USED WITH THE APPROACH, (5) QUESTIONS PROMOTE THINKING AND THE USE OF LANGUAGE, AND (6) THE BEST TEACHERS BE EMPLOYED. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (JM)

**ED 016 589** **RE 001 111**

*SERWER, BLANCHE L.*

**THE RELATION BETWEEN PARENT-CHILD INTERACTION AND INADEQUACY IN COLLEGE READING AND STUDY.**

PUB DATE DEC 67

EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS *COLLEGE STUDENTS, *GROUP THERAPY, *PARENT CHILD RELATIONSHIP, *READING SKILLS, *STUDY SKILLS, CAMBRIDGE, HARVARD UNIVERSITY, INTERACTION, MASSACHUSETTS, PARENT ATTITUDES, PARENT INFLUENCE, PEER GROUPS, READING HABITS, STUDY HABITS,

SELECTED EXCERPTS FROM TRANSCRIPTIONS OF GROUP THERAPY SESSIONS AMONG COLLEGE STUDENTS ATTENDING A VOLUNTARY, NONCREDIT, FREE COURSE ON READING AND STUDY SKILLS AT THE CITY COLLEGE OF NEW YORK ARE CITED. SEVEN TO TEN STUDENTS MET ONE HOUR EACH WEEK FOR 12 TO 30 WEEKS TO PARTICIPATE IN GROUP THERAPY. IT WAS OBSERVED THAT AT THE OUTSET THE STUDENTS ACCEPTED THEIR INADEQUACIES IN READING AND IN THE STUDY SKILLS REQUIRED FOR SUCCESS IN COLLEGE WORK. THIS FEELING GRADUALLY SHIFTED TO HOSTILITY TOWARD SCHOOL AUTHORITIES AND SCHOOL WORK. LATER, IT WAS EVIDENT THAT THESE FEELINGS WERE OUTWARD MANIFESTATIONS OF DEEPER PROBLEMS. SUCH AS FAULTY PARENT-CHILD RELATIONSHIPS WHICH PERSISTED INTO EARLY ADULTHOOD. IT WAS OBSERVED THAT INTERACTION IN THE GROUP EFFECTED SOME CHANGES IN THE STUDENTS' FEELINGS AND GAVE NEW INSIGHTS INTO THE INTRA-FAMILIAL ORIGINS OF READING AND STUDY PROBLEMS. WHILE THESE OBSERVATIONS INDICATED THAT COLLEGE READING AND STUDY PROBLEMS COULD BE ATTRIBUTED TO FAULTY PARENT-CHILD INTERACTION WHICH PERSISTED IN EARLY ADULTHOOD, FURTHER STUDY IS RECOMMENDED. THIS PAPER WAS PRESENTED AT THE ELEVENTH ANNUAL CONGRESS OF THE INTER-AMERICAN SOCIETY OF PSYCHOLOGY (MEXICO CITY, DECEMBER 18-23, 1967). (NS)

**ED 016 590** **RE 001 112**

*WOOLMAN, LORRAINE*

**BOOTSTRAPS UNLIMITED--ILLUSTRATING SPECIAL ASSISTANCE TO READERS IN THE ELEMENTARY SCHOOL.**

PUB DATE NOV 67

EDRS PRICE MF-$0.25 HC-$0.68 15P.

DESCRIPTORS *ELEMENTARY GRADES, *READING INSTRUCTION, *READING PROGRAMS, BEAUMONT, EVALUATION, GRADING, INSERVICE EDUCATION, READING READINESS, REMEDIAL PROGRAMS, TEXAS,

A PROGRAM PROVIDING SPECIAL ASSISTANCE TO ELEMENTARY SCHOOL READERS IN BEAUMONT, TEXAS, IS DESCRIBED. THE ORGANIZATION AND MATERIALS FOR INSTRUCTION INCLUDE EXTENDED READINESS, BASAL INSTRUCTION, REMEDIATION IN GRADES 3, 4, 5, AND 6, AND CLINICAL INSTRUCTION. INSERVICE TRAINING, GRADING, EVALUATION AND PROBLEM AREAS ARE DISCUSSED. A SHORT BIBLIOGRAPHY OF INSTRUCTIONAL MATERIALS IS INCLUDED. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (BK)

**ED 016 591** **RE 001 113**

*GRIFFIN, AILEEN*

**PARENT-LEVEL ANSWERS--READING IN THE PTA STUDY PROGRAM.**

PUB DATE NOV 67

EDRS PRICE MF-$0.25 HC-$0.40 8P.

DESCRIPTORS *INSERVICE PROGRAMS, *PARENT SCHOOL RELATIONSHIPS, *PARENT TEACHER CONFERENCES, *PARENT TEACHER COOPERATION, *READING INSTRUCTION, LIBRARY PROGRAMS, PARENT COUNSELING,

PARENTS OFTEN ASK HOW THEIR CHILDREN ARE BEING TAUGHT TO READ AND WHY READING IS TAUGHT AS IT IS. THIS PAPER REPORTS HOW SOME PTA STUDY SESSIONS IN DALLAS, TEXAS, GAVE PARENT-LEVEL ANSWERS TO QUESTIONS ON READING INSTRUCTION WHILE DEVELOPING POSITIVE PARENT-TEACHER RELATIONSHIPS. A SERIES OF PTA SCHOOL-STUDY EVENINGS CONSISTING OF 45-MINUTE SESSIONS DURING WHICH PARENTS, POSING AS PUPILS, LEARNED HOW TEACHERS DIRECT READING ACTIVITIES. THESE SESSIONS WERE EXTENDED TO OTHER AREAS OF THE CURRICULUM TO MAKE PARENTS AWARE OF THE BREADTH OF DEVELOPMENTAL LEARNING AND THE RANGE OF CHILDREN'S BOOKS AND OTHER READING RESOURCES. ANOTHER PTA INSERVICE SESSION ATTEMPTED TO ANSWER PARENTS' QUESTIONS ABOUT CHILDREN'S BOOKS THROUGH A BOOK FAIR. OTHER WAYS OF INFORMING PARENTS ABOUT READING INSTRUCTION ARE SELF-LEARNING EXPERIENCES, EVENING CLASSES FOR ADULT NONREADERS, LIBRARY PROJECTS, GROUP SESSIONS WITH PARENTS OF CHILDREN WITH READING PROBLEMS, OBSERVA-

TION OF CLASSES, AND TELEVISED PROGRAMS FOR THOSE UNABLE TO ATTEND THE STUDY SESSIONS. SEVERAL BOOKS ARE CITED WHICH PROVIDE ANSWERS TO PARENTS' QUESTIONS ON READING INSTRUCTION. THIS PAPER WAS PRESENTED AT THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONFERENCE (HONOLULU, NOVEMBER 23-25, 1967). (NS)

**ED 016 592** **RE 001 118**

*CASKEY, HELEN*

A COMPARISON OF THE RESPONSES OF TWO GROUPS OF SEVENTH GRADE PUPILS TO THE SAME READING SELECTIONS.

PUB DATE MAY 67

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *DISADVANTAGED YOUTH, *GRADE 7, *ORAL READING, *READING ABILITY, *READING SKILLS, CINCINNATI PUBLIC SCHOOLS, CRITICAL READING, CULTURALLY DISADVANTAGED, DEPARTMENT OF INSTRUCTION, UNIVERSITY OF CINCINNATI,

THE REACTIONS OF SEVENTH-GRADE STUDENTS FROM DIFFERENT SOCIOECONOMIC BACKGROUNDS TO THE SAME READINGS WERE STUDIED. THE READING REACTION ANALYSIS WAS GIVEN TO 73 SEVENTH-GRADE STUDENTS FROM PUBLIC SCHOOLS IN ADVANTAGED AREAS AND TO 59 SEVENTH-GRADE STUDENTS FROM PUBLIC SCHOOLS IN DISADVANTAGED AREAS OF CINCINNATI, OHIO. RESPONSES TO THIS TEST AND THE TAPED RESPONES OF A SAMPLE FROM EACH OF THE FIVE CLASSES TO AN INTERVIEW QUESTION WERE SCORED ON A 5-POINT SCALE. RESULTS INDICATE THAT ALTHOUGH THE ADVANTAGED GROUP GENERALLY DID BETTER THAN THE DISADVANTAGED GROUP, THE DISADVANTAGED GROUP SEEMED TO BE MORE VERSATILE, ORIGINAL, AND VIVID IN THEIR ORAL INTERPRETATIONS OF THE MATERIALS READ. FURTHER ANALYSIS SHOWED THAT ITEMS MISSED BY A LARGE NUMBER OF ADVANTAGED STUDENTS WERE MISSED BY AN EQUALLY LARGE NUMBER OF DISADVANTAGED STUDENTS. THESE FINDINGS IMPLY THAT THE READING OF BOTH TYPES OF LEARNERS DID NOT DIFFER MUCH AND THAT BOTH GROUPS NEED GUIDANCE IN DEVELOPING THE ABILITY TO READ BEYOND WHAT IS STATED IN A SELECTION. IT IS IMPLIED THAT SOME LEARNING ASSETS COULD BE PRESENT AMONG DISADVANTAGED LEARNERS. THIS ARTICLE IS PUBLISHED IN "JOURNAL OF INSTRUCTIONAL RESEARCH AND PROGRAM DEVELOPMENT--LOCAL READING AND MATH RESEARCH," VOLUME 2, NUMBER 4, MAY 1967 OF THE DEPARTMENT OF INSTRUCTION, CINCINNATI PUBLIC SCHOOLS. (NS)

**ED 016 593** **RE 001 120**

*CAREFOOT, JUDITH*

IDENTIFYING AND MEETING THE INDIVIDUAL NEEDS OF CHILDREN IN READING, STATE-WIDE READING WORKSHOP (LINCOLN, NEBRASKA, MARCH 31 - APRIL 1, 1967). FINAL REPORT.

MID-CONTINENT REG. EDUC. LAB. INC,- KANSAS CITY, MO.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.96 72P.

DESCRIPTORS *INDIVIDUAL NEEDS, *READING INSTRUCTION, *REMEDIAL READING, *TEACHER WORKSHOPS, *TEACHING TECHNIQUES, CORRECTIVE READING, CREATIVE READING, CRITICAL READING, READING DIFFICULTY,

DURING EACH OF THE FOUR SESSIONS REPORTED, A READING EXPERT SPOKE ON ONE OF THE FOLLOWING TOPICS--(1) REMEDIAL READING, (2) THE MID-CONTINENTAL REGIONAL EDUCATIONAL LABORATORY READING PROGRAM AND MEETING INDIVIDUAL NEEDS, (3) READING AS REASONING, AND (4) THE CONTROVERSY OVER INSTRUCTIONAL TECHNIQUES. THE PARTICIPANTS DISCUSSED EACH TOPIC EXTENSIVELY IN SMALL DISTILLATION GROUPS AND ELECTED REPRESENTATIVES TO A PANEL DISCUSSION WHICH ENDED EACH SESSION. IT WAS RESOLVED THAT REMEDIAL READING SHOULD BE A PART OF DAILY INSTRUCTION, THAT READING DIFFICULTIES COULD BE PREVENTED THROUGH A BALANCED, FLEXIBLE, AND CONTINUOUS READING PROGRAM, THAT READING SHOULD BE TAUGHT AS A REASONING PROCESS, AND THAT TEACHERS SHOULD LOOK FOR THE TECHNIQUE OR COMBINATION OF TECHNIQUES BY WHICH EACH CHILD LEARNS BEST. THIS REPORT ALSO INCLUDED THE QUESTIONS ASKED, THE PROBLEMS UNRESOLVED, THE RESOLUTIONS MADE, AND THE RECOMMENDATIONS GIVEN DURING EACH OF THE FOUR SESSIONS. THIS DOCUMENT IS THE FINAL REPORT OF THE STATE-WIDE READING WORKSHOP (LINCOLN, NEBRASKA, MARCH 31-APRIL 1, 1967). (NS)

**ED 016 594** **RE 001 121**

*MARKS, RUTH A.*

READING PROGRAM FOR IDAHO ELEMENTARY SCHOOLS, GRADES 1-6.

IDAHO STATE DEPT. OF EDUCATION, BOISE

PUB DATE SEP 65

EDRS PRICE MF-$0.50 HC-$2.68 65P.

DESCRIPTORS *DEVELOPMENTAL READING, *ELEMENTARY SCHOOLS, *READING INSTRUCTION, *STATE CURRICULUM GUIDES, *TEACHING GUIDES, EVALUATION TECHNIQUES, READING LEVEL, READING SKILLS, READING TESTS, TEACHING METHODS,

THIS CURRICULUM GUIDE FOR READING INSTRUCTION IN IDAHO ELEMENTARY SCHOOLS WAS EVALUATED BY EDUCATORS THROUGHOUT THE STATE OF IDAHO. THE GUIDE OUTLINES THE SCOPE AND SEQUENCE OF WORK IN DEVELOPMENTAL READING FROM GRADES ONE THROUGH SIX IN THESE FOUR STAGES -- (1) READING READINESS, (2) BEGINNING READING, (3) ESTABLISHING FLUENCY IN READING, AND (4) IMPROVING COMPREHENSION AND STUDY SKILLS. THE DISCUSSION IS SUPPLEMENTED BY A CHART INDICATING THE GRADE LEVELS AT WHICH CHILDREN NORMALLY REACH VARIOUS LEVELS OF THE READING PROGRAM AND A READING SKILLS CHART SHOWING WHAT SKILLS ARE EMPHASIZED AT EACH GRADE LEVEL. TO HELP TEACHERS MEASURE AND EVALUATE READING ACHIEVEMENT, A READING READINESS CHECKLIST, A LIST OF STANDARDIZED READING TESTS, AND AN INFORMAL READING INVENTORY ARE PRESENTED WITH SUGGESTIONS FOR IMPROVING COMPREHENSION AND CRITICAL READING SKILLS. THE FOLLOWING NEW APPROACHES TO READING INSTRUCTION ARE DISCUSSED BRIEFLY -- (1) INDIVIDUALIZED READING, (2) I/T/A, (3) LINGUISTICS APPROACH, (4) PROGRAMED READING, (5) MONTESSORI, (6) THE LANGUAGE-EXPERIENCE APPROACH, AND (7) WORDS IN COLOR. A BIBLIOGRAPHY OF SELECTED REFERENCES AND A LIST OF TEACHING AIDS CONCLUDE THE GUIDE. (NS)

**ED 016 595** **RE 001 122**

*MARKS, RUTH A.*

GUIDELINES FOR THE REMEDIAL READING PROGRAM.

IDAHO STATE DEPT. OF EDUCATION, BOISE

PUB DATE MAY 65

EDRS PRICE MF-$0.25 HC-$0.96 22P.

DESCRIPTORS *GUIDELINES, *READING CENTERS, *REMEDIAL READING PROGRAMS, *STATE CURRICULUM GUIDES, READING CLINICS, READING DIAGNOSIS, READING DIFFICULTY, REFERRAL,

THIS GUIDE FOR SETTING UP REMEDIAL READING PROGRAMS IN IDAHO SCHOOLS EMPHASIZES THE IMPORTANCE OF PREVENTING READING DIFFICULTIES. THE GUIDE MAINTAINS THAT WHILE A REMEDIAL READING PROGRAM PRIMARILY DIAGNOSES READING DIFFICULTIES AND PROVIDES THE NECESSARY REMEDIAL TREATMENT, THE PROGRAM ALSO SUPPLEMENTS THE REGULAR CLASSROOM READING PROGRAM. TO HELP TEACHERS IDENTIFY PUPILS NEEDING REMEDIAL READING INSTRUCTION, CRITERIA ARE SUGGESTED FOR JUDGING PROSPECTIVE REFERRALS. THE DUTIES OF THE ADMINISTRATIVE STAFF, THE REMEDIAL READING TEACHER, THE REGULAR CLASSROOM TEACHER, AND OF THE PARENTS CONCERNED ARE ALSO CONSIDERED, SINCE THE EFFECTIVENESS OF THE PROGRAM DEPENDS ON THEIR COOPERATIVE EFFORTS. THE MINIMUM STANDARDS PRESCRIBED BY THE INTERNATIONAL READING ASSOCIATION ARE RECOMMENDED AS GUIDES FOR IDENTIFYING THE READING SPECIALIST. SAMPLES OF FORMS USED FOR KEEPING ACCURATE AND UP-TO-DATE RECORDS OF EACH REFFERRAL'S PROGRESS ARE ENCLOSED. (NS)

**ED 016 596** **24** **RE 001 124**

*SCHOTANUS, HELEN D.*

THE RELATIONSHIP BETWEEN DIFFICULTY OF READING MATERIAL AND ATTITUDE TOWARD READING.

WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0252-TR-29

REPORT NUMBER WRDCCL-TR-29

PUB DATE JUL 67

CONTRACT OEC-5-10-154

EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS *GRADE 2, *READING MATERIAL SELECTION, *READING RESEARCH, *STUDENT ATTITUDES, INDEPENDENT READING, READING LEVEL, READING MATERIALS,

THE RELATIONSHIP BETWEEN THE DIFFICULTY OF READING MATERIAL CHOSEN AND ATTITUDE TOWARD READING WAS EXAMINED. SUBJECTS WERE 40 SECOND GRADERS. ONE-HALF OF THE SUBJECTS EXHIBTED A FAVORABLE ATTITUDE TOWARD READING, AND ONE-HALF EXHIBITED AN UNFAVORABLE ATTITUDE. THE ACTIVITY PREFERENCE TEST WAS ADAPTED FOR THE STUDY AND ADMINISTERED. AN INTERVIEW, AN INFORMAL READING INVENTORY, AND A SECOND ADMINISTRATION OF THE PREFERENCE TEST PROVIDED ADDITIONAL DATA. CORRELATION AND THE KOLMOGOROV-SMIRNOV TEST WERE USED TO ANALYZE THE DATA. CHILDREN IN BOTH THE FAVORABLE AND UNFAVORABLE ATTITUDE GROUPS CHOSE MATERIAL BELOW THEIR INSTRUCTIONAL LEVEL FOR FREE READING MATERIAL. AS A GROUP, THE SUBJECTS WITH FAVORABLE ATTITUDES WERE NOT BETTER READERS THAN THOSE WITH UNFAVORABLE ATTITUDES. EVIDENTLY, THE DIFFICULTY

OF THE MATERIALS DID NOT APPEAR TO BE A SIGNIFICANT FACTOR IN DETERMINING THEIR ATTITUDE. THE SUBJECTS CHOSE EASIER MATERIALS WHETHER THEY REPORTED CONSIDERING DIFFICULTY OF MATERIAL OR NOT. A BIBLIOGRAPHY AND AN APPENDIX ARE INCLUDED. (BK)

**ED 016 597 24 RE 001 125**
*ALLEN, VERNON L. BRAGG, BARRY W.*
EFFECT OF SOCIAL PRESSURE ON CONCEPT IDENTIFICATION.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0252-TR-31
REPORT NUMBER WRDCCL-TR-31
PUB DATE SEP 67
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.25 HC-$0.64 14P.
DESCRIPTORS *CONCEPT FORMATION, *FEEDBACK, *SOCIAL INFLUENCES, *TRANSFER OF TRAINING, COGNITIVE PROCESSES, LEARNING PROCESSES,

ABOUT 70 FEMALE UNIVERSITY STUDENTS PARTICIPATED IN THIS INVESTIGATION OF THE EFFECT OF SOCIAL PRESSURE ON CONCEPT IDENTIFICATION TASKS AND ITS TRANSFER EFFECT FROM ONE TASK TO ANOTHER. THE SUBJECTS WERE RANDOMLY ASSIGNED TO FIVE EXPERIMENTAL GROUPS – (1) A CONTROL GROUP WITHOUT FEEDBACK, (2) A VERIDICAL GROUP WITH CORRECT FEEDBACK ON THE TWO TASKS REQUIRED, (3) A NONVERIDICAL GROUP WITH INCORRECT FEEDBACK ON BOTH TASKS, (4) A VERIDICAL-NONVERIDICAL GROUP WITH CORRECT FEEDBACK ON ONE TASK AND INCORRECT FEEDBACK ON THE OTHER, AND (5) A NONVERIDICAL-VERIDICAL GROUP WITH A REVERSE FEEDBACK SITUATION. SOCIAL PRESSURE TOOK THE FORM OF UNANIMOUS CORRECT OR INCORRECT FEEDBACK WHICH THE SUBJECTS BELIEVED WAS THE RESPONSES OF PEERS, BUT WHICH ACTUALLY WAS PRODUCED BY THE MANIPULATIONS OF A SPECIAL APPARATUS. RESULTS SHOWED THAT THE VERIDICAL GROUP FEEDBACK FACILITATED CONCEPT ACQUISITION, WHILE THE NONVERIDICAL GROUP FEEDBACK PRODUCED A NEGATIVE EFFECT. TRANSFER EFFECT BETWEEN THE TWO TASKS RESULTED IN A POORER PERFORMANCE ON THE SECOND TASK. (NS)

**ED 016 598 RE 001 126**
*FINK, RONN ROOK, ROBERT*
BOOKS TO READ BEFORE COLLEGE.
PENNSYLVANIA STATE LIBRARY, HARRISBURG
PUB DATE APR 65
EDRS PRICE MF-$0.25 HC-$0.88 20P.
DESCRIPTORS *BOOKLISTS, *COLLEGE BOUND STUDENTS, *INDEPENDENT READING, *RECREATIONAL READING, LIBRARY MATERIALS, LITERATURE, PENNSYLVANIA STATE LIBRARY, READING MATERIALS, SUPPLEMENTARY READING MATERIALS,

THIS READING LIST PUBLISHED BY THE PENNSYLVANIA STATE LIBRARY WAS DRAWN FROM BOOK TITLES SUGGESTED BY 28 COLLEGE AND UNIVERSITY PRESIDENTS IN PENNSYLVANIA FOR STUDENTS CONTEMPLATING GOING TO COLLEGE. THE FIRST OF THREE SECTIONS LISTS 26 ANNOTATED TITLES MOST OFTEN CITED AS BENEFICIAL READING FOR STUDENTS ENTERING COLLEGE. TITLES HIGHLY RECOMMENDED BY SUBJECT SPECIALISTS ARE LISTED ALPHABETICALLY AND GROUPED UNDER 12 GENERAL SUBJECT HEADINGS IN THE SECOND SECTION. FOR STUDENTS WHO HAVE ONE OF THE PARTICIPATING COLLEGES IN MIND, THE THIRD SECTION LISTS RECOMMENDED TITLES ALPHABETICALLY UNDER THE RECOMMENDING COLLEGE. ALL BOOKS LISTED WERE IN PRINT IN 1964. (NS)

**ED 016 599 RE 001 127**
*ILIKA, JOSEPH*
PHONIC SKILLS OF TEACHER EDUCATION STUDENTS AND TEACHERS.
PUB DATE 29 NOV 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *PHONICS, *READING INSTRUCTION, *TEACHER IMPROVEMENT, *TEACHING SKILLS, BEAUMONT, LAMAR STATE COLLEGE OF TECHNOLOGY, TEACHING QUALIFICATIONS, TEXAS,

THE STATUS OF TEACHERS' VOWEL PHONICS COMPETENCIES SINCE THE PERIOD 1957-58, THE REGIONAL DIFFERENCES IN TEACHERS' KNOWLEDGE OF VOWEL PHONICS GENERALIZATIONS, AND TEACHERS' UNDERSTANDING OF THESE GENERALIZATIONS WERE INVESTIGATED. THE ARRON VOWEL PHONICS TEST WAS ADMINISTERED TO 198 GRADUATE STUDENTS AT OREGON STATE UNIVERSITY, CORVALLIS, OREGON, TO 62 UNDERGRADUATE STUDENTS AT LAMAR STATE COLLEGE OF TECHNOLOGY IN BEAUMONT, TEXAS, AND TO 20 SENIORS AT CULVER-STOCKTON COLLEGE, CANTON, MISSOURI, DURING THE PERIOD 1962-67. THESE STUDENTS WERE TAKING COURSES IN REMEDIAL AND DEVELOPMENTAL READING. RESULTS WERE COMPARED WITH A RETROACTIVE ANALYSIS OF THE RESULTS OF THE SAME TEST ADMINISTERED TO 293 STUDENTS AT UNIVERSITY OF GEORGIA DURING THE PERIOD 1957-58. THE RESULTS REVEALED AN IMPROVEMENT IN TEACHERS' KNOWLEDGE OF VOWEL PHONICS GENERALIZATIONS IN THE 1962 TO 1967 PERIOD. THERE WAS EVIDENCE OF REGIONAL DIFFERENCES IN TEACHERS' KNOWLEDGE OF THESE GENERALIZATIONS, SINCE TEXANS TENDED TO KNOW MORE THAN THE WEST COASTERS, THE OREGONIANS, OR THE GEORGIANS OF THE 1957 TO 1958 GROUP. IN GENERAL, THE TEACHERS TENDED TO COMPREHEND THE LESS USEFUL VOWEL PHONICS GENERALIZATIONS. THIS PAPER WILL BE PUBLISHED IN THE 1967 YEARBOOK OF THE NATIONAL READING CONFERENCE. (NS)

**ED 016 600 24 RE 001 128**
*ALLEN, VERNON L. BRAGG, BARRY W.*
EFFECT OF GROUP PRESSURE ON MEMORY.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0252-TR-30
REPORT NUMBER WRDCCL-TR-30
PUB DATE SEP 67
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.25 HC-$0.68 15P.
DESCRIPTORS *FEEDBACK, *PAIRED ASSOCIATE LEARNING, *RETENTION, *SOCIAL INFLUENCES, COGNITIVE PROCESSES, MEMORIZING, RETENTION STUDIES, VERBAL LEARNING,

SEVENTY-FIVE FEMALE PSYCHOLOGY STUDENTS PARTICIPATED IN A STUDY WHICH INVESTIGATED THE EFFECT OF GROUP PRESSURE ON THE RETENTION OF PREVIOUSLY LEARNED VERBAL MATERIAL IN A CONTROLLED LABORATORY SETTING. THE SUBJECTS WERE RANDOMLY ASSIGNED TO FIVE SITUATIONS, 15 TO A GROUP, AND WENT THROUGH 4 STEPS IN THE EXPERIMENT – (1) ORIGINAL LEARNING, (2) TESTING WITH OTHER SUBJECTS, (3) TESTING ALONE, AND (4) RELEARNING. AFTER LEARNING A PAIRED-ASSOCIATES TASK, THE SUBJECTS WERE EXPOSED TO ONE OF 3 SITUATIONS – (1) CORRECT FEEDBACK, (2) INCORRECT FEEDBACK, AND (3) NO FEEDBACK. TWO OTHER SITUATIONS SERVED AS CONTROLS FOR THE CORRECT-FEEDBACK AND THE INCORRECT-FEEDBACK SITUATIONS. FEEDBACK WAS GIVEN EITHER BY A GROUP OR BY ONE PERSON. RESULTS SHOWED THAT RECALL WAS ACCELERATED BY CORRECT FEEDBACK AND REDUCED BY INCORRECT FEEDBACK, AND THAT FEEDBACK FROM OTHER PERSONS SIGNIFICANTLY AFFECTED MEMORY. THE DIFFERENCE BETWEEN THE ONE-PERSON AND THE GROUP CONDITIONS FAILED TO REACH SIGNIFICANCE. HOWEVER, INTERNAL ANALYSES REVEALED DIFFERENCES BETWEEN THE TWO CONDITIONS WHICH INDICATED THAT NORMATIVE SOCIAL INFLUENCE AS WELL AS INFORMATIONAL SOCIAL INFLUENCE AFFECTED COMPLEX COGNITIVE PROCESSES. (AUTHOR/NS)

**ED 016 601 24 RE 001 129**
*WOOD, FRANK H.*
THE RELATIONSHIP OF MEASURES OF ATTAINMENT VALUE AND ACHIEVEMENT EXPECTANCY TO THE READING ACHIEVEMENT OF FIRST-GRADE CHILDREN FROM LOW-INCOME FAMILIES.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER BR-7-8111
PUB DATE SEP 67
CONTRACT OEC-3-7-078111-3137
EDRS PRICE MF-$0.50 HC-$3.36 82P.
DESCRIPTORS *CULTURALLY DISADVANTAGED, *GRADE 1, *READING ACHIEVEMENT, *READING RESEARCH, *STUDENT MOTIVATION, INNER CITY, SEX DIFFERENCES,

THIS INVESTIGATION FOCUSED ON THE USEFULNESS OF A PROCEDURE FOR OBTAINING MEASURES OF THE MOTIVATION OF FIRST-GRADE CHILDREN FROM LOW-INCOME FAMILIES TO ACHIEVE IN READING WHICH DID NOT REQUIRE WRITTEN OR ORAL VERBAL RESPONSES FROM THE SUBJECTS. MEASURES OF ACHIEVEMENT MOTIVATION WERE CORRELATED WITH TEACHER RATINGS OF EFFORTS TO ACHIEVE IN READING AND ACTUAL READING ACHIEVEMENT AS MEASURED BY STANDARDIZED TESTS ADMINISTERED AT THE END OF FIRST GRADE. THE SAMPLE WAS 70 FIRST GRADERS FROM THREE CLASSROOMS IN TWO INNER CITY SCHOOLS IN MINNEAPOLIS, MINNESOTA. THE READING ACHIEVEMENT MOTIVATION SCORES SHOWED MODERATE STABILITY, BUT CORRELATIONS WITH THE MEASURES OF ACHIEVEMENT EFFORTS WERE LOW. ATTAINMENT VALUE MEASURES CORRELATED MOST HIGHLY WITH CONCURRENT MEASURES OF ACHIEVEMENT AND EFFORTS, WHILE ACHIEVEMENT EXPECTANCY MEASURES HAD STRENGTH AS PREDICTIVE MEASURES. STRONGER PATTERNS OF RELATIONSHIP WERE FOUND FOR GIRLS AS CONTRASTED WITH BOYS AND FOR WHITE SUBJECTS AS CONTRASTED WITH NEGRO AND INDIAN SUBJECTS. SCATTERGRAMS INDICATED U-SHAPED DISTRIBUTIONS WITH HIGH AND LOW ACHIEVERS REPORTING HIGH MOTIVATION TO ACHIEVE. IT WAS NOTED THAT THIS GROUP OF INNER CITY FIRST GRADERS REPORTED GENERALLY HIGH MOTIVATION TO ACHIEVE. APPENDIXES, TABLES, AND A BIBLIOGRAPHY ARE INCLUDED. (AUTHOR/BK)

**ED 016 602 RE 001 130**
*MCNEIL, JOHN D.*

ADAPTING A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN.
PUB DATE 10 FEB 68
EDRS PRICE MF-$0.25 HC-$0.36 7P.
DESCRIPTORS *BEGINNING READING, *BILINGUAL STUDENTS, *KINDERGARTEN CHILDREN, *PROGRAMED INSTRUCTION, *READING PROGRAMS, FEEDBACK, LOS ANGELES, NON ENGLISH SPEAKING, PROGRAMED MATERIALS, PROMPTING, SPANISH SPEAKING, UNIVERSITY OF CALIFORNIA, WORD RECOGNITION,

A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN IS REPORTED. A STUDY, SPONSORED BY THE SOUTHWEST REGIONAL LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (SWRL), DEVELOPED LEARNING SEQUENCES FOR A BEGINNING READING PROGRAM FOR KINDERGARTEN CLASSROOMS WITH SPANISH-SPEAKING CHILDREN THROUGHOUT THE SOUTHWEST REGION. EACH OF 21 10-MINUTE PROGRAMED LESSONS DEVELOPED WAS PRESENTED THROUGH A TAPE RECORDER AND VISUAL DISPLAYS ON CARDS TO SPANISH-SPEAKING PRESCHOOL CHILDREN. EACH CHILD WAS REQUIRED TO MAKE ABOUT 60 ORAL RESPONES DURING EACH LESSON. INSTRUCTIONS IN ENGLISH WERE GRADUALLY SUBSTITUTED FOR INSTRUCTIONS IN SPANISH ONLY AFTER THE CHILD HAD MASTERED THE TASK. THE CHILD WAS ALWAYS ASKED TO RESPOND IN ENGLISH. CORRECT FEEDBACK WAS PROVIDED THROUGH PROMPTING AND CONFIRMATION. THE TEST SCORES OF SPANISH-SPEAKING CHILDREN WHO RECEIVED INSTRUCTION THROUGH THIS PROGRAMED ADJUNCT, WHEN COMPARED WITH THE TEST SCORES OF ENGLISH-SPEAKING CHILDREN WHO RECEIVED REGULAR CLASSROOM INSTRUCTION, SUPPORTED THE THESIS THAT IT IS POSSIBLE TO INCREASE THE PROBABILITIES OF READING SUCCESS FOR SPANISH-SPEAKING CHILDREN AFTER CAREFUL IDENTIFICATION OF LEARNER TASKS AND SELECTION OF INSTRUCTIONAL PRACTICES THAT ELICIT THE DESIRED RESPONSE TO PRINTED STIMULI. THIS PAPER WAS PRESENTED AT THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION CONFERENCE (CHICAGO, FEBRUARY 6-10, 1968). (NS)

**ED 016 603** RE 001 132
*LAFFEY, JAMES L.*
USOE SPONSORED RESEARCH ON READING. ERIC/CRIER READING REVIEW SERIES, VOLUME 1, BIBLIOGRAPHY 5.
INDIANA UNIV., BLOOMINGTON, ERIC CH. ON READING
PUB DATE MAR 68
EDRS PRICE MF-$0.50 HC-$4.24 104P.
DESCRIPTORS *CULTURALLY DISADVANTAGED, *INSTRUCTIONAL INNOVATION, *LANGUAGE DEVELOPMENT, *READING PROGRAMS, *READING RESEARCH, ABILITY GROUPING, COMPARATIVE ANALYSIS, DROPOUT PROBLEMS, EXPERIMENTAL PROGRAMS, LANGUAGE SKILLS, LEARNING PROCESSES, LINGUISTICS, LITERACY EDUCATION, READING MATERIALS,

A LISTING OF 143 IMPORTANT RESEARCH REPORTS COMPLETED ON READING AND CLOSELY RELATED TOPICS COVERING PRESCHOOL THROUGH COLLEGE AND ADULT YEARS IS PRESENTED. RELEVANT ISSUES OF "RESEARCH IN EDUCATION," THE "OFFICE OF EDUCATION RESEARCH REPORTS, 19656-65, RESUMES" (OE-12029, $1.75), AND "OFFICE OF EDUCATION RESEARCH REPORTS, 1956-65, INDEXES" (OE-12028, $2.00) WERE REVIEWED, AND DOCUMENTS PRESENTING DISCUSSIONS OF RESEARCH ON READING AND ALLIED TOPICS WERE SELECTED FOR INCLUSION. THE BIBLIOGRAPHY PROVIDES A COMPREHENSIVE REVIEW OF ALL USOE PROJECTS ON READING FUNDED BY THE BUREAU OF RESEARCH SINCE ITS INCEPTION IN 1956. EACH ENTRY INCLUDES CITATION, DATA, INDEX TERMS, AND A DESCRIPTIVE ABSTRACT OF THE CONTENTS OF THE DOCUMENT. ALL DOCUMENTS ABSTRACTED ARE AVAILABLE FROM EDRS/NCR. COMPLETE INFORMATION ON MICROFICHE AND HARD COPY PRICES IS INCLUDED WITH EACH DOCUMENT AS IS THE ED NUMBER NECESSARY FOR ORDERING EACH DOCUMENT. (AUTHOR)

**ED 016 604** SE 000 495
*WHEELER, HUBERT*
EARTH SCIENCE, A GUIDE FOR TEACHERS.
MISSOURI STATE DEPT OF EDUCATION, JEFFERSON CITY
REPORT NUMBER PUB-130G
PUB DATE 66
EDRS PRICE MF-$0.50 HC-$3.08 75P.
DESCRIPTORS *COURSE CONTENT, *EARTH SCIENCE, BIOLOGICAL SCIENCES CURRICULUM STUDY, CHEMICAL BOND APPROACH, CHEMICAL EDUCATION MATERIALS STUDY, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, EARTH SCIENCE CURRICULUM PROJECT, GRADE 8, JEFFERSON CITY, MISSOURI, SECONDARY SCHOOL SCIENCE, TEACHING METHODS, TEACHING TECHNIQUES,

THE METHODS, MATERIALS, AND CONTENT FOR A RECOMMENDED EIGHTH GRADE SCIENCE COURSE ARE DESCRIBED. INTRODUCTORY REMARKS INCLUDE DISCUSSIONS OF RECENT TRENDS IN SCIENCE EDUCATION, THE RATIONALE FOR AN EARTH SCIENCE COURSE, AND QUALIFICATIONS NECESSARY FOR TEACHING THE COURSE. THE EARTH SCIENCE COURSE CONTENT IS DIVIDED INTO SEVEN UNITS. THE FOLLOWING KINDS OF INFORMATION ARE SUPPLIED FOR EACH UNIT--(1) RATIONALE, (2) PRINCIPLES INVOLVED, (3) EQUIPMENT REQUIRED, (4) PROCEDURES TO BE EMPLOYED, (5) POSSIBLE OUTCOMES, (6) CONTINUING ACTIVITIES, (7) FUNDAMENTAL CONCEPTS, (8) LISTS OF FILMS, MAPS, FILMSTRIPS, AND CHARTS, (9) STUDENT REFERENCES, AND (10) TEACHER REFERENCES. (RS)

**ED 016 605** SE 003 224
*FAWCETT, CLAUDE W.*
THE SKILLS OF TEACHING.
CALIFORNIA UNIV., LOS ANGELES
PUB DATE MAY 65
EDRS PRICE MF-$0.50 HC-$4.92 121P.
DESCRIPTORS *EFFECTIVE TEACHING, *INSTRUCTION, *TEACHER CHARACTERISTICS, *TEACHER EDUCATION, *TEACHER EVALUATION, ELEMENTARY EDUCATION, EVALUATION, SECONDARY EDUCATION, TEACHER QUALIFICATIONS,

TEACHING SKILLS WHICH ARE A PART OF THE TEACHER'S LEADERSHIP ROLE IN THE TEACHING PROCESS WERE IDENTIFIED BY ADMINISTRATORS AND TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS. IDENTIFICATION OF TEACHER LEADERSHIP ITEMS WAS DONE BY THE CONFERENCE METHOD WITH ADMINISTRATORS AND TEACHERS OF TWO CALIFORNIA SCHOOL DISTRICTS. THE ITEMS WHICH WERE DEVELOPED INTO A 1-TO-10 RATING SCALE, WERE CLASSIFIED UNDER THE HEADINGS OF (1) GOAL SETTING, (2) ASSIGNMENTS OF SPECIFIC RESPONSIBILITY, (3) EVALUATION AND REWARD, (4) AUTHORITY, (5) RESEARCH, (6) RECORD-KEEPING, (7) COORDINATION INTERNALLY AND EXTERNALLY, (8) COMMUNICATION, (9) IDENTIFICATION, (10) PACING, (11) INTERPERSONAL SKILLS, AND (12) MAINTENANCE OF A LEARNING ENVIRONMENT. THE SAMPLE IN THE STUDY CONSISTED OF 75 SECONDARY EDUCATION GRADUATES AND 75 ELEMENTARY EDUCATION GRADUATES WHO WERE SELECTED USING RANDOM SAMPLING TECHNIQUES. IDENTICAL RATING SCALES WERE SENT TO THE TEACHERS AND TO THEIR PRINCIPALS, EACH OF WHOM HAD INDICATED WILLINGNESS TO COOPERATE IN THE STUDY. A TEACHER'S AND HIS PRINCIPAL'S STATEMENTS WERE USED IN MATCHED PAIRS. THE DATA WERE ANALYZED TO DETERMINE THE EXTENT TO WHICH TEACHERS AND THEIR ADMINISTRATORS PLACED HIGH VALUES ON DIFFERENT INVENTORY ITEMS. CORRELATION COEFFICIENTS OF THE AGREEMENT AMONG RANK ORDERS OF THE TWO GROUPS WERE CALCULATED. VARIMAX ROTATION WAS USED TO DETERMINE THE PATTERN OF TEACHERS' AND ADMINISTRATORS' JUDGMENTS. THE DATA SHOWED--(1) THAT THERE WERE PATTERNS OF DISAGREEMENT SUCH THAT IT WAS ESSENTIAL TO DEVELOP TWO DIFFERENT SETS OF ITEMS, ONE TO BE USED WITH ADMINISTRATORS AND ONE TO BE USED WITH TEACHERS, (2) THAT THE TECHNIQUE EMPLOYED WAS A USEFUL WAY OF IDENTIFYING TEACHING SKILLS, (3) THAT THE ITEMS SELECTED ARE NOT SKILLS BUT RATHER THEY ARE BEHAVIORAL GOALS, AND (4) A FOLLOW-UP STUDY OF TEACHING SKILLS OF GRADUATES SHOULD BE DONE USING TWO DIFFERENT INSTRUMENTS FOR TEACHERS AND ADMINISTRATORS. THIS DOCUMENT IS ALSO AVAILABLE FOR $1.00 FROM THE U.C.L.A. STUDENT'S STORE, 308 WESTWOOD BOULEVARD, LOS ANGELES, CALIFORNIA 40024. (DS)

**ED 016 606** SE 003 228
*SHOMON, JOSEPH J.*
MANUAL OF OUTDOOR CONSERVATION EDUCATION.
NATIONAL AUDUBON SOCIETY, NEW YORK, N.Y.
PUB DATE 64
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CONSERVATION EDUCATION, *EDUCATIONAL FACILITIES, *EDUCATIONAL OBJECTIVES, *OUTDOOR EDUCATION, *SCIENCE FACILITIES, *TEACHING PROCEDURES, ADULT EDUCATION, BIOLOGY, COLLEGE SCIENCE, CURRICULUM PLANNING, EARTH SCIENCE, ECOLOGY, EDUCATIONAL PROGRAMS, ELEMENTARY SCHOOL SCIENCE, INSTRUCTION, NATURE CENTERS, SECONDARY SCHOOL SCIENCE,

THE PURPOSE OF THIS BULLETIN IS TO PRESENT AND CLARIFY SELECTED CONCEPTS IN OUTDOOR CONSERVATION EDUCATION AND TO ORGANIZE GUIDELINES FOR DIRECTORS, TEACHERS, NATURALISTS, AND ADMINISTRATORS OF OUTDOOR FACILITIES TO ENABLE THEM TO USE THE OUTDOOR ENVIRONMENT AS AN EFFECTIVE CLASSROOM. THE OUTDOOR EDUCATION TOPICS INCLUDE (1) A PERSPECTIVE AND PHILOSOPHY, (2) THE REASONS FOR TEACHING OUTDOOR EDUCATION, (3) OBJECTIVES, (4) WHERE, WHAT, AND HOW TO TEACH, (5) EDUCATIONAL FACILITIES, AIDS, AND FEATURES, AND (6) ADMINISTRATION AND PROGRAMING.

ALSO INCLUDED ARE A SELECTED BIBLIOGRAPHY AND A LIST OF THE MATERIALS AND SERVICES OFFERED BY THE NATURE CENTERS DIVISION OF THE NATIONAL AUDUBON SOCIETY. THIS DOCUMENT IS AVAILABLE FOR $2.00 FROM THE NATIONAL AUDUBON SOCIETY, NATURE CENTERS DIVISION, 1130 FIFTH AVENUE, NEW YORK, NEW YORK 10028. (DS)

**ED 016 607** **SE 003 229**
*ASHBAUGH, BYRON L.*
**TRAIL PLANNING AND LAYOUT.**
NATIONAL AUDUBON SOCIETY, NEW YORK, N.Y.
PUB DATE 65
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *EDUCATIONAL FACILITIES, *OUTDOOR EDUCATION, *SCIENCE FACILITIES, ADULT EDUCATION, COLLEGE SCIENCE, CONSERVATION EDUCATION, INSTRUCTION, NATURE CENTERS, SECONDARY SCHOOL SCIENCE,

THIS GUIDEBOOK PROVIDES PRACTICAL INFORMATION FOR THE OUTDOOR EDUCATOR ON TRAIL PLANNING, LAYOUT, CONSTRUCTION, AND USE. IT INCLUDES INFORMATION ON (1) BACKGROUND AND PERSPECTIVE, (2) KINDS OF TRAILS, (3) DESIGN, CONSTRUCTION, AND MAINTENANCE OF TRAILS, (4) TRAIL FEATURES, (5) SIGNS, LABELS, AND GUIDES, AND (6) TEACHING ON THE TRAIL. APPENDED ARE (1) INFORMATION ON TRAIL SIGNS AND LABELS, SELF-GUIDING TRAIL LEAFLETS, AND POST GUIDES FOR SELF-GUIDING TRAILS, (2) INFORMATION ON THE PLOT OR QUADRAT METHOD FOR ECOLOGICAL STUDIES, (3) LISTS OF INFORMATION-EDUCATION PUBLICATIONS AND PROFESSIONAL FIELD SERVICES AVAILABLE FROM THE NATURE CENTERS DIVISION, (4) A LISTING OF OTHER SOURCES OF ASSISTANCE AVAILABLE, AND (5) A LIST OF THE NATURE CENTERS AND FARMS OPERATED BY THE NATIONAL AUDUBON SOCIETY. THIS DOCUMENT IS AVAILABLE FOR $2.50 FROM THE NATIONAL AUDUBON SOCIETY, NATURE CENTERS DIVISION, 1130 FIFTH AVENUE, NEW YORK, NEW YORK 10028. (DS)

**ED 016 608** **56** **SE 003 325**
*GORDON, JOHN M.*
**THE EFFECTIVENESS OF FOUR VARIATIONS OF PROGRAMED SCIENCE MATERIALS.**
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER BR-5-0747
PUB DATE 67
GRANT OEG-7-32-0410-256
**EDRS PRICE MF-$0.25 HC-$1.68 40P.**
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *AUDIOVISUAL AIDS, *GRADE 7, *INSTRUCTION, *PROGRAMED INSTRUCTION, *SECONDARY SCHOOL SCIENCE, COGNITIVE DEVELOPMENT, ELECTRICITY, LANSING, MICHIGAN, NATIONAL DEFENSE EDUCATION ACT, PHYSICAL SCIENCES, TITLE 7 (NDEA), UNITED STATES OFFICE OF EDUCATION, WEST JUNIOR HIGH SCHOOL,

INVESTIGATED WERE CHANGES IN THE PERFORMANCE OF SEVENTH GRADE STUDENTS AS A RESULT OF EXPOSURE TO A SYMBOLIC SCIENCE PROGRAM IN ELECTRICITY MODIFIED BY THE ADDITION OF SEVERAL TYPES OF CONCRETE EXPERIENCES. POSSIBLE RELATIONSHIPS BETWEEN THE DIFFERENT TYPES OF EXPERIENCES AND CHANGES IN HIGHER LEVELS OF COGNITIVE FUNCTIONING AND LINGUISTIC AND QUANTITATIVE APTITUDE WERE ALSO EXPLORED. FOLLOWING A PRETEST FOR KNOWLEDGE OF MAGNETISM AND ATOMIC STRUCTURE, 16 CLASSES IN A JUNIOR HIGH SCHOOL WERE RANDOMLY ASSIGNED TO ONE OF FOUR TYPES OF PROGRAMED INSTRUCTION. THE VARIATIONS RESULTED FROM SUPPLEMENTING A BASIC LINEAR PROGRAM WITH DIRECT LABORATORY EXPERIENCE, SILENT MOTION PICTURE DEMONSTRATIONS, OR STILL PICTURE DEMONSTRATIONS. FOUR CLASSES OF STUDENTS WITH LEARNING DIFFICULTIES WERE ALSO ASSIGNED TO THE DIFFERENT MODES OF INSTRUCTION. POSTTESTS WERE DEVELOPED SPECIFICALLY FOR EACH MODE OF INSTRUCTION. EACH INSTRUMENT INCLUDED QUESTIONS WHICH TESTED THE STUDENT'S (1) KNOWLEDGE OF THE SUBJECT, AND (2) ABILITY TO RECOGNIZE PRINCIPLES, SOLVE PROBLEMS, AND TRANSFER FROM ONE MODE TO ANOTHER. FINDINGS WERE INTERPRETED THROUGH ANALYSIS OF VARIANCE. NO DIFFERENCES WERE FOUND IN THE PERFORMANCE OF EITHER REGULAR OR ADJUSTED CLASSES DUE TO INSTRUCTION MODE, TEST FORM, OR TRANSITION FROM ONE MODE TO ANOTHER. NO DIFFERENTIAL EFFECTS ON THE SUBTESTS REPRESENTING TYPES OF HIGHER COGNITIVE FUNCTION WERE DETECTED. THE LACK OF DIFFERENCES BETWEEN THE MODES OF INSTRUCTION NEGATED ANY TEST OF RELATIONSHIP BETWEEN APTITUDE AND THE ABILITY TO DEAL WITH CONCRETE EXPERIENCES. (AG)

**ED 016 609** **24** **SE 003 722**
*SUTTON, JOSEPH T.*
**INDIVIDUALIZING JUNIOR HIGH SCHOOL MATHEMATICS INSTRUCTION. FINAL REPORT.**
STETSON UNIV., DELAND, FLA.
REPORT NUMBER BR 5-0525
REPORT NUMBER CRP-1365
PUB DATE AUG 67
CONTRACT OEC-2-10-038
**EDRS PRICE MF-$0.50 HC-$2.56 62P.**
DESCRIPTORS *INDIVIDUAL INSTRUCTION, *INSTRUCTION, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, CONVENTIONAL INSTRUCTION, EVALUATION, FLORIDA, GRADE 7, PROGRAM EVALUATION, VOLUSIA COUNTY,

THIS DOCUMENT REPORTS THE RESULTS OF AN INVESTIGATION INVOLVING SEVENTH GRADE MATHEMATICS TEACHERS OF THE VOLUSIA COUNTY, FLORIDA SCHOOLS WHO PARTICIPATED IN A TWO YEAR PROJECT TO EVALUATE INDIVIDUALIZED INSTRUCTION AS COMPARED TO CONVENTIONAL CLASSROOM INSTRUCTION. THE MATERIALS AND METHODS FOR THIS STUDY CONSISTED OF SPECIALLY PREPARED UNITS, EXERCISES, AND TESTS COVERING TRADITIONAL CONTENT OF SEVENTH GRADE MATHEMATICS. THE EFFECT OF THE MATERIALS WITH STUDENTS WAS COMPARED WITH CONVENTIONAL CLASSROOM INSTRUCTION USED WITH OTHER PUPILS BY THE SAME TEACHERS. DATA FOR ANALYSIS WERE OBTAINED FROM PRETESTS AND POST-TEST SCORES FROM THE CALIFORNIA ACHIEVEMENT TESTS. ANALYSES INDICATED THAT SOME CONTROL CLASSES ACHIEVED SIGNIFICANTLY HIGHER GAINS THAN DID THE EXPERIMENTAL CLASSES, BOTH IN REASONING AND IN FUNDAMENTALS. THE POOR SHOWING OF THE EXPERIMENTAL APPROACH WAS ATTRIBUTED, IN SOME ASPECTS, TO THE HEAVY DEMANDS PLACED UPON THE TEACHERS BY THE MANIPULATION OF THE EXPERIMENTAL MATERIALS. THE MATERIALS WERE FELT TO NEED EDITORIAL IMPROVEMENT AND REVISION IN ORDER TO PROVIDE MORE ADEQUATELY FOR THE NEEDS OF SLOWER PUPILS. (RP)

**ED 016 610** **SE 003 737**
*FOOKS, JOYCE LANE*
**THE COLLEGE COMMISSIONS.**
PUB DATE JUL 67
**EDRS PRICE MF-$0.25 HC-$0.96 22P.**
DESCRIPTORS *COLLEGE SCIENCE, *CURRICULUM DEVELOPMENT, AGRICULTURE, BIOLOGY, CHEMISTRY, COLLEGE SCIENCE COMMISSIONS, ENGINEERING, GEOGRAPHY, GEOLOGY, MATHEMATICS, PHYSICS, UNDERGRADUATE STUDY,

THE HISTORIES, ORGANIZATIONAL STRUCTURES, MODES OF OPERATION, GOALS, AND SPECIFIC ACTIVITIES OF EIGHT COLLEGE SCIENCE COMMISSIONS ARE PRESENTED. THE GOAL OF THE EIGHT COLLEGE SCIENCE COMMISSIONS IS TO BRING UNDERGRADUATE SCIENCE INSTRUCTION CLOSER TO THE RESEARCH FRONTIER, UPDATE COURSES, AND FOSTER THE SPIRIT OF INQUIRY. INTERCOMMISSION ACTIVITIES LISTED ARE (1) REGIONAL SCIENCE TEACHING CENTERS, (2) THE LABORATORY IN SCIENCE INSTRUCTION, (3) INTEGRATED SCIENCE COURSES, (4) SCIENCE IN THE TWO-YEAR COLLEGE, (5) COMPUTERS IN INSTRUCTION, AND (6) COLLEGE INSTRUCTIONAL PERSONNEL. ACTIVITIES INVOLVING THE JOINT EFFORTS OF TWO OR THREE COMMISSIONS ARE PROGRAMS INVOLVING (1) BIOLOGY-MATHEMATICS, (2) PHYSICS-CHEMISTRY, (3) BIOLOGY-AGRICULTURE, (4) PHYSICAL SCIENCE FOR THE NON-SCIENTIST, (5) BIOLOGY-CHEMISTRY, (6) CHEMISTRY-MATHEMATICS, (7) CLIMATOLOGY, (8) GEOLOGY-CHEMISTRY-PHYSICS, (9) ENGINEERING-BIOLOGY-AGRICULTURE, AND (10) AGRICULTURE-CHEMISTRY-MATHEMATICS-PHYSICS. THE COMMISSIONS ARE (1) COMMISSION ON EDUCATION IN AGRICULTURE AND NATURAL RESOURCES, (2) COMMISSION ON UNDERGRADUATE EDUCATION IN THE BIOLOGICAL SCIENCES, (3) ADVISORY COUNCIL ON COLLEGE CHEMISTRY, (4) COMMISSION ON ENGINEERING EDUCATION, (5) COMMISSION ON COLLEGE GEOGRAPHY, (6) COUNCIL ON EDUCATION IN THE GEOLOGICAL SCIENCES, (7) COMMITTEE ON THE UNDERGRADUATE PROGRAM IN MATHEMATICS, AND (8) COMMISSION ON COLLEGE PHYSICS. SOURCES OF INFORMATION IN EACH AREA ARE GIVEN. (DH)

**ED 016 611** **SE 003 760**
*HEWIT, FRANCES MECKES, RICHARD C.*
**BIBLIOGRAPHIES, ELEMENTARY SCHOOL MATHEMATICS.**
ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD
PUB DATE AUG 66
**EDRS PRICE MF-$0.25 HC-$1.52 36P.**
DESCRIPTORS *BIBLIOGRAPHIES, *ELEMENTARY SCHOOL MATHEMATICS, *MATHEMATICS, *REFERENCE MATERIALS, ANNOTATED BIBLIOGRAPHIES, LIBRARY MATERIALS, TEACHER EDUCATION, TEXTBOOKS,

THIS BOOKLET CONTAINS THE FOLLOWING BIBLIOGRAPHIC MATERIALS FOR ELEMENTARY SCHOOL PERSONNEL--(1) PROFESSIONAL MATERIALS FOR ELEMENTARY TEACHERS WHICH HAVE BEEN PUBLISHED SINCE 1960, (2) RECENT ELEMENTARY MATHEMATICS MATERIALS FOR PARENT EDUCATION, (3) A LIBRARY BOOKLIST FOR GRADES K-6, AND (4) RECENT PUBLICATIONS OF ELEMENTARY MATHEMATICS SERIES. A DIRECTORY OF PUBLISHERS CONCLUDES THE BOOKLET.

THE PUBLICATION WAS DESIGNED TO BE USED AS A REFERENCE FOR PARENT AND TEACHER EDUCATION WORKSHOPS AND AS A PERSONAL REFERENCE FOR TEACHERS. BRIEF DESCRIPTIONS OF A NUMBER OF THE PUBLICATIONS ARE INCLUDED. DESCRIPTIVE INFORMATION FOR EACH DOCUMENT USUALLY INCLUDES THE MAJOR CONTENTS, THE SOURCE, THE PUBLICATION DATE, AND THE PRICE. (RP)

**ED 016 612** SE 003 765

*BENNETT, LURA*

**A TRANSITIONAL CURRICULUM GUIDE FOR MATHEMATICS IN GRADES 7 AND 8.**

NEW MEXICO STATE DEPT. OF EDUCATION, SANTA FE

PUB DATE 66

**EDRS PRICE MF-$0.75 HC-$5.48 135P.**

DESCRIPTORS *CURRICULUM GUIDES, *GEOMETRY, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, ARITHMETIC, CURRICULUM, GRADE 7, GRADE 8, MEASUREMENT, NEW MEXICO, STATISTICS,

THIS TRANSITIONAL CURRICULUM GUIDE WAS DESIGNED TO SERVE THE FOLLOWING PURPOSES--(1) TO POINT OUT THE VARIOUS CONCEPTS, DEFINITIONS, MEANINGS, AND APPLICATIONS RELATED TO CERTAIN AREAS OF MATHEMATICS WHICH SHOULD BE THE CONTENT OF MATHEMATICS IN GRADES SEVEN AND EIGHT, (2) TO BRIDGE THE GAP BETWEEN TRANSITIONAL PROGRAMS AND MORE MODERNIZED COURSES, TO INCORPORATE MODERN TERMINOLOGY WITH THE TRADITIONAL TOPICS, AND TO INTRODUCE NEW CONCEPTS AS APPROPRIATE, AND (3) TO HELP TEACHERS BUILD AN ARITHMETIC BACKGROUND OF THEIR STUDENTS BY PRESENTING NEW IDEAS IN A WAY ACCEPTABLE TO ALL STUDENTS, BY MAINTAINING AND POLISHING COMPUTATIONAL SKILLS, BY INTRODUCING AND USING MODERN TERMINOLOGY AS NEEDED, AND BY DEVELOPING PATTERNS OF THOUGHT NECESSARY TO LATER WORK IN MATHEMATICS. SAMPLE INSTRUCTIONAL UNITS ON A NUMBER OF TOPICS HAVE BEEN INCLUDED. THESE UNITS ARE STRUCTURED TO SHOW HOW THE MATERIAL CAN BE ORGANIZED FOR EFFICIENT TEACHING AND TO PROVIDE SOME HELPFUL IDEAS ABOUT HOW TO PRESENT CERTAIN TOPICS. TOPICS PRESENTED IN THE GUIDE INCLUDE NUMBERS AND OPERATIONS, GEOMETRY, MEASUREMENT, BUSINESS ARITHMETIC, RATIOS, GRAPHS, SETS, MATHEMATICAL SENTENCES, AND STATISTICS. (RP)

**ED 016 613** SE 003 777

*KOCH, RICHARD R.*

GUIDELINES FOR MATHEMATICS IN THE ELEMENTARY SCHOOL.

DELAWARE STATE DEPT. OF PUB. INSTRUCTION, DOVER

PUB DATE SEP 66

**EDRS PRICE MF-$1.00 HC-$8.84 219P.**

DESCRIPTORS *ARITHMETIC, *CURRICULUM, *CURRICULUM GUIDES, *ELEMENTARY SCHOOL MATHEMATICS, *MATHEMATICS, *TEACHING GUIDES, DELAWARE, MEASUREMENT, TEACHING PROCEDURES, TEACHING TECHNIQUES,

THESE GUIDELINES FOR CLASSROOM TEACHERS OFFER SUGGESTIONS FOR TEACHING ELEMENTARY SCHOOL MATHEMATICS IN A MANNER TO REFLECT RECENT CHANGES IN CONTENT, TECHNIQUES, AND APPROACHES TO TEACHING MATHEMATICS. THE PURPOSES OF THESE GUIDELINES ARE (1) TO DETERMINE A DIRECTION FOR MATHEMATICS EDUCATION IN THE ELEMENTARY SCHOOLS OF DELAWARE, (2) TO PROVIDE A COMMON BASIS FOR THE MATHEMATICS CURRICULUM FOR THE CHILDREN, (3) TO PROVIDE A SOURCE OF INFORMATION FOR THE PLANNING OF INDIVIDUAL DISTRICT PROGRAMS, (4) TO ESTABLISH CRITERIA FOR A BALANCED CURRICULUM THROUGH WHICH TEACHERS MAY EVALUATE THEIR OWN INDIVIDUAL PROGRAMS, (5) TO DEVELOP A LOGICAL SEQUENTIAL PROGRAM FOR USE IN THE ELEMENTARY GRADES, AND (6) TO ENCOURAGE USE OF MATHEMATICAL LANGUAGE. RECOMMENDED APPROACHES AND METHODS OF PROCEDURE ARE EXPECTED TO LEAD TO THE FOLLOWING GOALS--(1) PROVIDING FOR INDIVIDUAL DIFFERENCES, (2) STRESSING PRINCIPLES RATHER THAN SPECIFICS, (3) BUILDING THE STUDENT'S CONFIDENCE IN HIS OWN DISCOVERY ABILITY AND CREATIVE THINKING, (4) DEVELOPING THE STUDENT'S ABILITY TO ANALYZE VERBAL PROBLEMS AND TO TRANSLATE THESE INTO A FORM WHICH LEADS TO THEIR SOLUTION, AND (5) DEVELOPING AN ABILITY ON THE PART OF THE STUDENT TO COMMUNICATE HIS UNDERSTANDING. (RP)

**ED 016 614** SE 003 786

*VAN SPEYBROECK, JAMES ROBBINS, MORTON*

**SETS, SENTENCES, AND SYSTEMS. HANDBOOK FOR JUNIOR HIGH SCHOOL MATHEMATICS WORKSHOPS.**

ILLINOIS STATE OFF. SUPT. PUB. INSTR., SPRINGFIELD

**EDRS PRICE MF-$0.50 HC-$2.60 63P.**

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHER WORKSHOPS, MATHEMATICS MATERIALS, TEACHER EDUCATION,

THIS WORKBOOK FOR TEACHERS IS CONCERNED WITH IDEAS AND CONCEPTS THAT WERE CONSIDERED IN A JUNIOR HIGH SCHOOL MATHEMATICS PROGRAM. THE ORGANIZATION WAS DETERMINED BY TWO MAJOR GOALS--(1) TO PROVIDE AN INSERVICE TRAINING WORKSHOP WHICH WOULD BE OF IMMEDIATE USE TO THE JUNIOR HIGH SCHOOL MATHEMATICS TEACHER, AND (2) TO PROVIDE THE TEACHER WITH AN OVERVIEW OF THE MAJOR OBJECTIVES OF A JUNIOR HIGH SCHOOL MATHEMATICS PROGRAM AND THE THEORY UPON WHICH THESE OBJECTIVES ARE BASED. PRELIMINARY NOTIONS OF ELEMENTARY SET THEORY AND THE MATHEMATICAL SENTENCE ARE DISCUSSED BEFORE PROCEEDING TO THE NATURAL NUMBERS, THE INTEGERS, AND THE RATIONAL NUMBER SYSTEM. (RP)

**ED 016 615** SE 003 799

**AN EXPERIMENTAL COURSE IN MATHEMATICS FOR THE NINTH YEAR. UNIT 12, TRIGONOMETRIC FUNCTIONS.**

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

**EDRS PRICE MF-$0.50 HC-$2.88 70P.**

DESCRIPTORS *CURRICULUM, *CURRICULUM GUIDES, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, *TRIGONOMETRY, GRADE 9, NEW YORK,

THIS TEACHING GUIDE FOR TRIGONOMETRY IS THE FINAL UNIT OF A SERIES OF 12 UNITS FOR AN EXPERIMENTAL COURSE IN MATHEMATICS FOR GRADE 9. BACKGROUND MATERIAL FOR TEACHERS AS WELL AS QUESTIONS AND ACTIVITIES FOR CLASSROOM PRESENTATIONS ARE PROVIDED. A GLOSSARY OF MATHEMATICAL TERMS FOR THE 12 UNITS CONCLUDES THE REPORT. (RP)

**ED 016 616** SE 003 800

**NINTH YEAR MATHEMATICS. COURSE I, ALGEBRA.**

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

**EDRS PRICE MF-$0.25 HC-$1.88 25P.**

DESCRIPTORS *ALGEBRA, *CURRICULUM GUIDES, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, ARITHMETIC, GEOMETRY, GRADE 9, NEW YORK, TRIGONOMETRY,

THIS GUIDE OUTLINES THE MINIMUM MATERIAL FOR WHICH STUDENTS OF NINTH YEAR MATHEMATICS - COURSE 1 - ALGEBRA WERE HELD RESPONSIBLE ON THE REGENTS EXAMINATIONS BEGINNING IN JUNE, 1966. THE REPORT ALSO PRESENTS THE SCOPE AND CONTENT OF THE ALGEBRA COURSE AND POSSIBLE SUGGESTIONS FOR TEACHING THE MATERIAL TO STUDENTS. (RP)

**ED 016 617** SE 003 802

**AN EXPERIMENTAL COURSE IN MATHEMATICS FOR THE NINTH YEAR. UNITS 8 AND 9, POLYNOMIAL EXPRESSIONS AND POLYNOMIAL EQUATIONS.**

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE 65

**EDRS PRICE MF-$0.50 HC-$2.76 67P.**

DESCRIPTORS *CURRICULUM, *CURRICULUM GUIDES, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, ALGEBRA, GRADE 9, NEW YORK,

THIS TEACHING GUIDE IS THE THIRD OF FIVE EXPERIMENTAL EDITIONS CONCERNING MATERIALS AND METHODS FOR TEACHING A REVISED MATHEMATICS PROGRAM IN GRADE 8. BACKGROUND MATERIAL FOR TEACHERS AS WELL AS QUESTIONS AND ACTIVITIES FOR CLASSROOM PRESENTATIONS ARE PROVIDED IN THE CONTENT AREAS OF POLYNOMIAL EXPRESSIONS (UNIT 8) AND POLYNOMIAL EQUATIONS (UNIT 9). UNIT 8 CONTAINS SECTIONS ON ADDITION, SUBTRACTION, MULTIPLICATION AND DIVISION OF POLYNOMIAL EXPRESSIONS, AND FACTORING POLYNOMIAL EXPRESSIONS. UNIT 9 INCLUDES SECTIONS ON SOLUTION BY FACTORING, SOLUTION BY COMPLETING THE SQUARE, SOLUTION BY QUADRATIC FORMULA, GRAPHING QUADRATIC EQUATIONS, AND SIMPLE PROOFS. (RP)

**ED 016 618** SE 003 803

**AN EXPERIMENTAL COURSE IN MATHEMATICS FOR THE NINTH YEAR. UNITS 10 AND 11, OPEN SENTENCES IN TWO VARIABLES AND RELATIONS AND FUNCTIONS.**

N.Y. STATE EDUC. DEPT., ALBANY, BUR. OF SEC. CURR. DEV.

PUB DATE 65

**EDRS PRICE MF-$0.50 HC-$3.40 83P.**

DESCRIPTORS *CURRICULUM, *CURRICULUM GUIDES, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, ALGEBRA, GRADE 9, NEW YORK, TEACHING GUIDES, TRIGONOMETRY,

THIS TEACHING GUIDE IS THE FOURTH OF FIVE EXPERIMENTAL EDITIONS CONTAINING MATERIALS AND METHODS FOR TEACHING A REVISED MATHEMATICS PROGRAM IN GRADE 9. BACKGROUND MATERIAL FOR TEACHERS AS WELL AS QUESTIONS AND ACTIVITIES FOR CLASSROOM PRESENTATIONS ARE PROVIDED IN THE CONTENT AREAS OF (1) OPEN SEN-

TENCES IN TWO VARIABLES (UNIT 10) AND (2) RELATIONS AND FUNCTIONS (UNIT 11). UNIT 10 INCLUDES SECTIONS ON ALGEBRAIC SOLUTIONS, SOLUTION BY GRAPHING, AND SOLUTION OF INEQUALITIES. UNIT 11 INCLUDES SECTIONS ON RELATIONS, FUNCTIONS (ALGEBRAIC AND TRIGONOMETRIC), RANGE AND DOMAIN, GRAPHING RELATIONS AND FUNCTIONS, AND SLOPE AND INTERCEPT. (RP)

**ED 016 619** **SE 003 809**

*LAMIE, RICHARD G.*

**A FORMAL COURSE IN OCEANOGRAPHY AT THE SECONDARY SCHOOL LEVEL THROUGH INDEPENDENT STUDY, SUMMARY REPORT AND FINAL REPORT.**

VALHALLA UNION FREE SCHOOL DISTRICT NO. 5, N.Y.
REPORT NUMBER BR-6-8297
PUB DATE 67
CONTRACT OEC-1-6-068297-1734
**EDRS PRICE MF-$0.25 HC-$1.52 36P.**

DESCRIPTORS *COURSE CONTENT, *COURSE DESCRIPTIONS, *CURRICULUM DEVELOPMENT, *INDEPENDENT STUDY, *OCEANOLOGY, *REFERENCE MATERIALS, *SECONDARY SCHOOL SCIENCE, BIBLIOGRAPHIES, BIOLOGY, COURSE ORGANIZATION, CURRICULUM DEVELOPMENT, INSTRUCTION, INSTRUCTIONAL MATERIALS, TEACHING METHODS, TEACHING PROCEDURES,

THIS STUDY WAS DESIGNED TO DETERMINE THE FEASIBILITY OF INTRODUCING A COURSE IN OCEANOGRAPHY AT THE SECONDARY LEVEL. SPECIFIC OBJECTIVES WERE (1) TO ORGANIZE, EXAMINE, AND REVISE EXISTING INSTRUCTIONAL MATERIALS SUITABLE FOR USE IN AN INDEPENDENT STUDY COURSE IN OCEANOGRAPHY, (2) TO DEVELOP NEW INSTRUCTIONAL MATERIALS AND EXPERIENCES, (3) TO MEASURE THE EFFECTIVENESS OF THE VARIOUS INSTRUCTIONAL MATERIALS AND MEDIA, (4) TO ASSESS THE FEASIBILITY OF INVOLVING SEVERAL NEIGHBORING SCHOOL DISTRICTS, AND (5) TO ASSESS HOW WELL STUDENTS, PURSUING A COURSE THROUGH INDEPENDENT STUDY, LEARN VOCABULARY AND BASIC CONCEPTS, DEVELOP LABORATORY AND ANALYTICAL SKILLS, AND APPLY KNOWLEDGE FROM PREVIOUS RELATED COURSES. THE PROGRAM INVOLVED 24 STUDENTS CHOSEN FROM VALHALLA HIGH SCHOOL AND FOUR NEIGHBORING HIGH SCHOOLS ON THE BASIS OF THE STUDENTS' SCIENCE AND MATH BACKGROUNDS AS WELL AS THEIR INTEREST IN OCEANOGRAPHY. THE PROGRAM CONSISTED OF 30 THREE-HOUR LECTURES BY OCEANOGRAPHERS ASSOCIATED WITH THE LAMONT GEOLOGICAL OBSERVATORIES. THE LECTURERS PROVIDED OCEANOGRAPHIC EQUIPMENT, SPECIMENS, FILMS, SLIDES AND RECORDS, AND OTHER MATERIALS USED IN THE PROGRAM. LABORATORY EXPERIENCES, PROJECTS, AND FIELD TRIPS WERE CONDUCTED. PRETESTING AND POST-TESTING OF STUDENTS WERE CONDUCTED, AND THE RESULTS ARE INCLUDED IN THE REPORT. THE PROGRAM DIRECTOR IN CONJUNCTION WITH CONSULTANTS FROM LAMONT GEOLOGICAL OBSERVATORY AND WOODS HOLE OCEANOGRAPHIC INSTITUTION DEVELOPED COURSE OUTLINES, A REFERENCE BOOK, AND SCIENTIFIC AMERICAN REPORT LISTS. THESE MATERIALS ALONG WITH OTHER REFERENCE AND RESOURCE MATERIALS, WHICH WERE MADE AVAILABLE TO THE PARTICIPATING SCHOOLS, ARE INCLUDED IN THE REPORT. THE INVESTIGATION INDICATED STUDENTS THROUGH INDEPENDENT STUDY COULD INTERRELATE THE AREAS OF SCIENCE THEY STUDIED. (DS)

**ED 016 620 - 24** **SE 003 812**

*MARKS, RONALD L.*

**DIFFERENCES IN LEARNING OUTCOMES BETWEEN A NEW AND A TRADITIONAL CHEMISTRY COURSE.**

INDIANA STATE COLL., PA.
REPORT NUMBER BR 5-8026
REPORT NUMBER CRP-S-317
PUB DATE OCT 66
**EDRS PRICE MF-$0.25 HC-$0.92 21P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CHEMISTRY, *COGNITIVE PROCESSES, *CRITICAL THINKING, *SECONDARY SCHOOL SCIENCE, *TEST CONSTRUCTION, ACHIEVEMENT TESTS, CHEMICAL BOND APPROACH, COGNITIVE ABILITY, EVALUATION, INDIANA STATE COLLEGE, LEARNING, PENNSYLVANIA, STUDENT CHAR. CTERISTICS, TESTS,

ASSESSED WERE COGNITIVE DIFFERENCES BETWEEN HIGH SCHOOL STUDENTS WHO WERE TAUGHT CONVENTIONAL CHEMISTRY AND THOSE WHO WERE TAUGHT CHEMICAL BOND APPROACH (CBA). FOUR COGNITIVE PREFERENCES WERE CHOSEN FOR STUDY--(1) RECALL OF FACTS AND TERMS, (2) PRACTICAL APPLICATIONS, (3) CRITICAL QUESTIONING OF INFORMATION, AND (4) IDENTIFICATION OF A FUNDAMENTAL PRINCIPLE. THESE PREFERENCES WERE VIEWED IN RELATION TO--(1) ACHIEVEMENT, AND (2) ABILITY. A COGNITIVE PREFERENCE TEST INSTRUMENT FOR HIGH SCHOOL CHEMISTRY WAS DEVELOPED AND USED. IT CONSISTED OF 100 ITEMS TO WHICH THE STUDENT COULD RESPOND BY ANY ONE OF FOUR STATEMENT OPTIONS, EACH OF WHICH WAS CORRECT, BUT REPRESENTED DIFFERENT COGNITIVE PREFERENCES. THE EXPERIMENTAL GROUP INCLUDED 24 TEACHERS AND 433 STUDENTS CHOSEN FROM SCHOOLS WHICH WERE USING THE CBA CHEMISTRY PROGRAM. THE CONTROL GROUP, USING A TRADITIONAL CHEMISTRY PROGRAM, UTILIZED 30 TEACHERS AND 622 STUDENTS. IT WAS FOUND THAT STATISTICALLY SIGNIFICANT DIFFERENCES WERE OBTAINED BETWEEN THE TWO GROUPS. THE CBA GROUP SHOWED A PREFERENCE FOR (1) CRITICAL QUESTIONING, AND (2) FUNDAMENTAL PRINCIPLE OPTIONS ON THE TEST. THE CONTROL GROUP SHOWED PREFERENCES FOR RECALL OF FACTS OPTIONS, WHILE BOTH GROUPS SHOWED THE SAME PREFERENCE FOR APPLICATION OPTIONS. THE POSSIBILITIES OF DIFFERENCES BEING DUE TO (1) ABILITY, AND (2) ACHIEVEMENT WERE TESTED AND REJECTED. (DH)

**ED 016 621** **SE 003 947**

*CARTTER, ALLAN M.*

**AN ASSESSMENT OF QUALITY IN GRADUATE EDUCATION.**

AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.
PUB DATE 66
**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *BIOLOGICAL SCIENCES, *EDUCATIONAL PROGRAMS, *ENGINEERING, *EVALUATION, *GRADUATE STUDY, *HIGHER EDUCATION, *HUMANITIES, *PHYSICAL SCIENCES, *SOCIAL SCIENCES, AMERICAN COUNCIL ON EDUCATION, COLLEGE TEACHERS, COMMISSION ON PLANS FOR HIGHER EDUCATION,

REPORTED ARE THE RESULTS OF A 1964 STUDY BY THE AMERICAN COUNCIL ON EDUCATION'S COMMISSION ON PLANS AND OBJECTIVES FOR HIGHER EDUCATION. ASSESSED WAS THE QUALITY OF UNITED STATES GRADUATE PROGRAMS IN THE ARTS AND SCIENCES. THE OBJECTIVES WERE (1) TO BRING EARLIER QUALITATIVE STUDIES UP TO DATE, (2) TO WIDEN THE ASSESSMENT TO INCLUDE ALL MAJOR UNIVERSITIES IN THE UNITED STATES, AND (3) TO LEARN ABOUT THE PROBLEMS OF SUBJECTIVE ASSESSMENTS IN THE INTEREST OF IMPROVING SUCH MEASUREMENTS FOR THE FUTURE. THE SURVEY ANALYZED DOCTORAL WORK AT 106 INSTITUTIONS. THE THREE MAJOR GROUPS OF PARTICIPANTS SELECTED FOR THE STUDY WERE--(1) DEPARTMENT CHAIRMEN, (2) DISTINGUISHED SENIOR SCHOLARS, AND (3) JUNIOR SCHOLARS WHO HAD COMPLETED THEIR WORK NOT MORE THAN TEN YEARS EARLIER. THE SAMPLE WAS WEIGHTED BY SIZE OF DEPARTMENT AS MEASURED IN DOCTORATES AWARDED DURING THE LAST DECADE. A QUESTIONNAIRE WAS USED FOR OBTAINING DATA. THE QUESTIONNAIRE REQUESTED JUDGMENT ON--(1) THE QUALITY OF GRADUATE FACULTY, (2) THE EFFECTIVENESS OF THE DOCTORAL PROGRAM, AND (3) THE PROBABLE CHANGES IN RELATIVE POSITIONS OF DEPARTMENTS IN THE NEXT 5-10 YEARS FOR 29 FIELDS REPRESENTING HUMANITIES, SOCIAL SCIENCES, BIOLOGICAL SCIENCES, PHYSICAL SCIENCES, AND ENGINEERING. THE SCHOOL RANKINGS OF THIS STUDY ARE REPORTED BY ACADEMIC DISCIPLINE AND COMPARED TO RATINGS OF PREVIOUS STUDIES. APPENDED ARE (1) RATINGS ON DOCTORAL PROGRAMS IN LINGUISTICS, (2) A NOTE ON DEPARTMENTS OF RUSSIAN, (3) DATA ON THE RELIABILITY OF THE RATING INSTRUMENT, (4) A QUESTIONNAIRE, AND (5) A LIST OF THE INSTITUTIONS INCLUDED IN THIS SURVEY. THIS DOCUMENT IS AVAILABLE FOR $3.00 FROM THE AMERICAN COUNCIL ON EDUCATION, 1785 MASSACHUSETTS AVENUE, N.W., WASHINGTON, D.C. (DS)

**ED 016 622** **SE 003 949**

*RICHMOND, RUTH*

**INSTRUCTIONAL GUIDE FOR SENIOR MATHEMATICS.**

LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER SC-624
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.80 43P.**

DESCRIPTORS *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, ALGEBRA, ARITHMETIC, CURRICULUM GUIDES, GENERAL EDUCATION, GEOMETRY, GRADE 12,

SENIOR MATHEMATICS, WITH PRACTICAL EMPHASIS ON TOPICS FROM THE FIELDS OF ARITHMETIC, ALGEBRA, AND GEOMETRY, IS A ONE-SEMESTER COURSE FOR TWELFTH-GRADE STUDENTS. THE COURSE HAS TWO MAJOR OBJECTIVES--(1) PREPARING THE STUDENT FOR EMPLOYMENT BY IMPROVING HIS SKILLS IN THE BASIC PROCESSES OF MATHEMATICS, AND (2) PROVIDING THE STUDENTS WHO ARE ABOUT TO ENCOUNTER ADULT RESPONSIBILITIES WITH A PRACTICAL COURSE IN CONSUMER MATHEMATICS AND THE MATHEMATICS OF PERSONAL BUSINESS. THE PUBLICATION PROVIDES TEACHERS WITH (1) AN OUTLINE OF COURSE CONTENT, (2) A LIST OF TOPICS TO BE EMPHASIZED, (3) SPECIFIC TEACHING SUGGESTIONS, AND (4) ILLUSTRATIVE EXAMPLES. A SUGGESTED TIME SCHED-

ULE IS INCLUDED AS A MEANS OF INDICATING THE EMPHASIS RECOMMENDED FOR THE STUDY OF EACH UNIT. EVALUATION SECTIONS ACCOMPANYING EACH UNIT SERVE TO SUMMARIZE THE BASIC CONCEPTS, SKILLS, AND UNDERSTANDINGS WHICH THE STUDENT SHOULD HAVE ACQUIRED. (RP)

**ED 016 623** **SE 003 950**
*RICHMOND, RUTH KUSSMANN*
INSTRUCTIONAL GUIDE FOR BASIC MATHEMATICS 1, GRADES 10 TO 12.
LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER X-58
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$1.44 34P.
DESCRIPTORS *CURRICULUM DEVELOPMENT, *MATHEMATICS, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, ARITHMETIC, CALIFORNIA, COURSE CONTENT, GEOMETRY, GRADE 10, GRADE 11, GRADE 12, LOS ANGELES, LOW ABILITY STUDENTS, SLOW LEARNERS, STUDENT CHARACTERISTICS,

THIS INSTRUCTIONAL GUIDE FOR MATHEMATICS 1 OUTLINES CONTENT AND PROVIDES TEACHING SUGGESTIONS FOR A FOUNDATION COURSE FOR THE SLOW LEARNER IN THE SENIOR HIGH SCHOOL. CONSIDERATION HAS BEEN GIVEN IN THE PREPARATION OF THIS DOCUMENT TO THE STUDENT'S INTEREST LEVELS AND HIS ABILITY TO LEARN. THE GUIDE'S PURPOSE IS TO ENABLE THE STUDENTS TO UNDERSTAND AND APPLY THE FUNDAMENTAL MATHEMATICAL ALGORITHMS AND TO ACHIEVE SUCCESS AND ENJOYMENT IN WORKING WITH MATHEMATICS. THE CONTENT OF EACH UNIT NCLUDES (1) DEVELOPMENT OF THE UNIT, (2) SUGGESTED TEACHING PROCEDURES, AND (3) STUDENT EVALUATION. THE MAJOR PORTION OF THE MATERIAL IS DEVOTED TO THE FUNDAMENTAL OPERATIONS WITH WHOLE NUMBERS. IDENTIFYING AND CLASSIFYING ELEMENTARY GEOMETRIC FIGURES ARE ALSO INCLUDED. (RP)

**ED 016 624** **SE 003 951**
*WARREN, LEONARD M.*
INSTRUCTIONAL GUIDE FOR ALGEBRA 1, GRADES 9 TO 12.
LOS ANGELES CITY SCHOOLS, CALIF.
REPORT NUMBER X-65
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$2.20 53P.
DESCRIPTORS *ALGEBRA, *CURRICULUM GUIDES, *SECONDARY SCHOOL MATHEMATICS, *TEACHING GUIDES, CALIFORNIA, COURSE CONTENT, INSTRUCTIONAL MATERIALS, LOS ANGELES, MATHEMATICS, TEACHING PROCEDURES,

THIS INSTRUCTIONAL GUIDE WAS WRITTEN TO PROVIDE ASSISTANCE TO TEACHERS IN DEVELOPING THE BASIC CONCEPTS AND SKILLS OF ELEMENTARY ALGEBRA. THE CONTENT FOR EACH UNIT INCLUDES GOALS, A SEQUENTIAL DEVELOPMENT OF THE UNIT, AND SPECIFIC TEACHING SUGGESTIONS. THE TABLE OF CONTENTS FOR THE COURSE IS A DUPLICATION OF THE TABLE IN DOLCIANI, BERMAN, AND FREILICH'S "MODERN ALGEBRA, STRUCTURE AND METHOD," BOOK 1. AN ALTERNATE SEQUENCE USING THE TEXT, KEEDY, JAMESON, AND JOHNSON'S "EXPLORING MODERN MATHEMATICS," BOOK 3 ELEMENTARY ALGEBRA, IS PROVIDED AND RECOMMENDED FOR USE WITH HIGH-ABILITY GROUPS TO CULMINATE THE ON-GOING SEQUENCE PRESENTED IN BOOKS 1 AND 2. (RP)

**ED 016 625** **SE 003 975**
GRADE 5, OUR WORLD - GEOGRAPHIC AND ECONOMIC STUDIES.
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CURRICULUM GUIDES, *ECONOMICS, *GEOGRAPHY, *SOCIAL SCIENCES, *SOCIAL STUDIES, *TEACHING GUIDES, *TEACHING PROCEDURES, AFRICA, ASIA, CANADA, COURSE CONTENT, COURSE ORGANIZATION, CURRICULUM, EUROPE, INSTRUCTIONAL MATERIALS, LATIN AMERICA, SOCIAL STUDIES UNITS, STUDENT ACTIVITIES,

THIS DOCUMENT, PUBLISHED BY THE NEW YORK BOARD OF EDUCATION, PRESENTS A REVISED COURSE OF STUDIES IN HISTORY AND THE SOCIAL SCIENCES FOR GRADE 5. ONE OF A SERIES DESIGNED FOR STUDENTS AT ALL GRADE LEVELS, PRE-KINDERGARTEN TO GRADE 12, THIS PRELIMINARY BULLETIN REFLECTS A NEW SOCIAL STUDIES CURRICULUM WHICH, EMPLOYING AN INTERDISCIPLINARY APPROACH, DRAWS FROM THE DISCIPLINES OF HISTORY, GEOGRAPHY, ECONOMICS, POLITICAL SCIENCE, ANTHROPOLOGY, AND SOCIOLOGY. CONCEPTS TO BE MASTERED IN EACH GRADE LEVEL ARE LISTED. A DETAILED OUTLINE OF THE CONCEPTS, UNDERSTANDINGS, AND SKILLS TO BE MASTERED BY PUPILS IN GRADE 5 IS ALSO GIVEN. SIX UNITS, OR "THEMES," COVERING THE AREAS OF THE UNITED STATES, CANADA, LATIN AMERICA, EUROPE, ASIA, AND AFRICA, ARE DESCRIBED IN DETAIL. THESE UNITS CONTAIN SAMPLE LESSON PLANS, SUGGESTED LEARNING ACTIVITIES, MAPS, DRAWINGS, LISTS OF SUPPLEMENTARY MATERIALS, A PUPIL BIBLIOGRAPHY, AND LISTS OF RELATED AUDIO-VISUAL MATERIALS. A SECTION ON THE TEACHING OF MAP AND GLOBE SKILLS IS ALSO APPENDED. THIS DOCUMENT IS AVAILABLE FOR $4.00 FROM THE NEW YORK BOARD OF EDUCATION, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201. (PD)

**ED 016 626** **SE 004 001**
*GLASER, ROBERT*
CONCEPT LEARNING AND CONCEPT TEACHING.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER PREPRINT-27
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BIBLIOGRAPHIES, *CONCEPT FORMATION, *CONCEPT TEACHING, *INSTRUCTION, *LEARNING, *RESEARCH REVIEWS (PUBLICATIONS), EDUCATIONAL PSYCHOLOGY, RESEARCH, VERBAL LEARNING,

REVIEWED ARE THE PSYCHOLOGICAL STUDIES OF CONCEPT LEARNING AS THEY RELATE TO CONCEPT TEACHING. AN ANALYSIS IS MADE OF THE NATURE OF CONCEPT LEARNING AS IT IS STUDIED IN THE PSYCHOLOGIST'S LABORATORY, INCLUDING THE NATURE OF CONCEPT TASKS AS THEY APPEAR IN SUBJECT MATTER LEARNING. THE PRIMARY KINDS OF CONCEPT LEARNING SITUATIONS, INCLUDING THE VARIABLES INVOLVED, THAT HAVE BEEN STUDIED BY PSYCHOLOGISTS ARE DESCRIBED AND THE PROPERTIES OF CONCEPTS THAT APPEAR TO BE RELEVANT TO SCHOOL SUBJECT MATTER WHICH NEED FURTHER STUDY ARE LISTED. THERE ARE TWO MAJOR CONCLUSIONS. ONE IS THAT THE CONCEPT FORMATION STUDIES TO DATE ARE NOT INAPPLICABLE TO TEACHING, BUT THAT THEY ARE APPLICABLE TO ONLY A NARROW DOMAIN OF SUBJECT MATTER. THE OTHER IS THAT THE LACK OF ANALYSES OF THE NATURE OF COMPETENCE IN DIFFERENT CONCEPTUAL TASKS, THE RIGIDITY OF THE EXPERIMENTAL PROCEDURES IN ADAPTING TO RESPONSE HISTORIES, THE NEGLECT OF INDIVIDUAL DIFFERENCE-LEARNING PROCESS INTERACTIONS, AND THE LACK OF STRONG THEORIES HAVE KEPT THE FIELD MUCH LESS RELEVANT THAN IT SHOULD BE TO GENERATE RESEARCH APPLICABLE TO THE PROBLEMS OF HOW CONCEPTS ARE LEARNED AND HOW THEY SHOULD BE TAUGHT. AN EXTENSIVE BIBLIOGRAPHY IS PROVIDED. THIS DOCUMENT IS A PREPRINT OF A CHAPTER TO APPEAR IN "RESEARCH APPROACHES TO SCHOOL-SUBJECT LEARNING," R. GAGNE (ED.), TO BE PUBLISHED BY F. E. PEACOCK PUBLISHERS, ITASCA, ILLINOIS, 1968. THIS DOCUMENT IS AVAILABLE FROM THE UNIVERSITY OF PITTSBURGH, LEARNING RESEARCH AND DEVELOPMENT CENTER, PENNSYLVANIA. (DS)

**ED 016 627** **SE 004 093**
*FROSCH, ROBERT A.*
UNIVERSITY CURRICULA IN THE MARINE SCIENCES.
INTERAGENCY COMMITTEE ON OCEANOGRAPHY, WASH., D.C.
REPORT NUMBER ICO-PAM-30
PUB DATE AUG 67
EDRS PRICE MF-$0.75 HC-$6.72 166P.
DESCRIPTORS *CAREER PLANNING, *CURRICULUM, *EDUCATIONAL PROGRAMS, *OCEANOLOGY, CAREERS, COLLEGE SCIENCE, NATIONAL COUNCIL OF MARINE RESOURCES AND ENGINEERING DEVELOPMENT,

REPORTED IS A COMPILATION OF MARINE SCIENCE COURSES OFFERED AT AMERICAN COLLEGES AND UNIVERSITIES. THE INFORMATION IS PROVIDED TO ASSIST STUDENTS PLANNING A CAREER IN MARINE RESEARCH AND DEVELOPMENT. THREE CURRICULUM AREAS ARE INCLUDED--(1) MARINE SCIENCES, (2) OCEAN ENGINEERING, AND (3) MARINE TECHNOLOGY. LISTED FOR EACH COLLEGE OR UNIVERSITY ARE (1) A BRIEF OUTLINE OF THE PROGRAM AND THE FACILITIES AVAILABLE, (2) THE INSTRUCTIONAL STAFF, (3) THE DEGREES OFFERED, (4) THE UNDERGRADUATE COURSES OFFERED, (5) THE GRADUATE COURSES OFFERED, AND (6) SOURCES OF FURTHER INFORMATION. INFORMATION IS ALSO PROVIDED ON THE TYPICAL REQUIREMENTS FOR UNDERGRADUATE PREPARATION LEADING TO GRADUATE STUDY IN THE MARINE SCIENCES AND ON FINANCIAL ASSISTANCE PROGRAMS AVAILABLE TO STUDENTS IN THE MARINE SCIENCES. THIS DOCUMENT IS ALSO AVAILABLE FROM SUPERINTENDENT OF DOCUMENTS, GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (DS)

**ED 016 628** **SE 004 125**
*MALINOWSKY, HAROLD ROBERT*
SCIENCE AND ENGINEERING REFERENCE SOURCES, A GUIDE FOR STUDENTS AND LIBRARIANS.
KANSAS UNIV., LAWRENCE
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BIBLIOGRAPHIES, *ENGINEERING, *INFORMATION SOURCES, *INSTRUCTIONAL MATERIALS, *MATHEMATICS, *SCIENCES, LIBRARY MATERI-

ALS, REFERENCE BOOKS, REFERENCE MATERIALS,

THIS TEXTBOOK IS INTENDED AS A GENERAL GUIDE TO THE SOURCES OF INFORMATION IN THE SCIENCE-ENGINEERING FIELD. REFERENCES TO STANDARD SOURCES ARE LISTED FOR THE FIELDS OF (1) GENERAL SCIENCE, (2) MATHEMATICS, (3) PHYSICS, (4) CHEMISTRY, (5) ASTRONOMY, (6) GEOLOGY, (7) BIOLOGY, (8) ENGINEERING, AND (9) MEDICINE (LIMITED). WORKS IN ENGLISH ARE STRESSED, THOUGH MAJOR FOREIGN WORKS ARE INCLUDED. THE FIRST PART OF THE TEXT DEALS WITH "USING THE SCIENCE-ENGINEERING LITERATURE," AND DEALS WITH--(1) TYPES OF LITERATURE, (2) LITERATURE SEARCHING, (3) PATENTS, (4) TECHNICAL REPORTS, AND (5) ABSTRACTING. THE SECOND PART ON "SOURCES OF INFORMATION IN SCIENCE-ENGINEERING," IS ARRANGED ACCORDING TO DISCIPLINE, EACH CHAPTER CONTAINING (1) EXAMPLES OF LITERATURE TYPES, (2) RELATED PROBLEMS, AND (3) REFERENCE BOOKS BY CATEGORY. TYPES OF REFERENCES LISTED ARE (1) GUIDES TO LITERATURE, (2) HANDBOOKS, (3) DICTIONARIES, (4) ENCYCLOPEDIAS, (5) HISTORIES, (6) ABSTRACTS, (7) INDEXES, (8) BIBLIOGRAPHIES, (9) BIOGRAPHIES, AND (10) PERIODICALS. ALL ENTRIES ARE NUMBERED AND GENERALLY INCLUDE BRIEF DESCRIPTIVE ANNOTATIONS. THE NEED FOR PERIODIC REVISION OF THIS TYPE OF BOOK IS ACKNOWLEDGED, AND A BIBLIOGRAPHY OF REFERENCES PERTAINING TO REFERENCE PROBLEMS IN THE SCIENCE-ENGINEERING FIELD IS INCLUDED. THERE IS AN AUTHOR-SUBJECT INDEX TO THE 435 REFERENCES CONTAINED IN THE TEXT. THIS DOCUMENT IS AVAILABLE FROM LIBRARIES UNLIMITED, INCORPORATED, BOX 9842, ROCHESTER, NEW YORK 14623. (DH)

**ED 016 629** **SE 004 135**

*CHRISTIAN, FLOYD T.*

**ALCOHOL. . . .NARCOTICS EDUCATION, A HANDBOOK FOR TEACHERS.**

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 67

**DOCUMENT NOT AVAILABLE FROM EDRS.**

DESCRIPTORS *ALCOHOLISM, *CURRICULUM, *DRUG ADDICTION, *EDUCATIONAL OBJECTIVES, *HEALTH EDUCATION, *SECONDARY SCHOOL SCIENCE, *TEACHER GUIDES, ELEMENTARY SCHOOL SCIENCE, FLORIDA, INSERVICE EDUCATION, STATE DEPARTMENT OF EDUCATION, STUDENT ACTIVITIES,

THIS HANDBOOK WHICH THE TEACHER MAY USE IN PLANNING COURSES OF STUDY IS INTENDED TO SUPPLY FACTUAL DATA IN REGARD TO THE USES OF ALCOHOL AND NARCOTICS. THE INFORMATION IS APPLICABLE TO ANY GROUP OR GRADE LEVEL, BUT IT IS PRIMARILY DIRECTED FOR K-12 PROGRAMS. THE HANDBOOK IS IN THREE SECTIONS. THE FIRST INCLUDES FACTS ABOUT BEVERAGE ALCOHOL. DISCUSSED ARE THE DEFINITION OF ALCOHOL, ITS SOURCES, VARIOUS EFFECTS, SOCIETAL PROBLEMS RELATING TO ALCOHOLISM, AND ECONOMIC FACTORS. PART 2 PRESENTS FACTS ON THE USES OF NARCOTIC DRUGS. DISCUSSED ARE THE COMMON TYPES OF NARCOTICS, THE HARMFUL AND HELPFUL EFFECTS OF DRUGS, DRUG ADDICTION, AND OTHER RELATED SOCIETAL PROBLEMS. PART 3 SUGGESTS HOW THE FACTS PRESENTED MAY BE UTILIZED IN SCHOOLS. DISCUSSED ARE HEALTH NEEDS, THE OBJECTIVES OF HEALTH EDUCATION, TOPICS AND ACTIVITIES FOR SECONDARY SCHOOLS, AND SCOPE AND SEQUENCE SUGGESTIONS FOR GRADES 7-12. DIRECTIONS ARE ALSO PROVIDED FOR PLANNING AN ALCOHOL NARCOTICS EDUCATION WORKSHOP FOR TEACHERS. NUMEROUS PICTURES, TABLES, CHARTS, AND GRAPHS ARE PRESENTED. A BIBLIOGRAPHY AND A LIST OF SOURCES OF SUGGESTED TEACHING AIDS ARE INCLUDED. THIS DOCUMENT IS AVAILABLE FROM TANE PRESS, DALLAS, TEXAS. (DS)

**ED 016 630** **SE 004 137**

*KITZINGER, ANGELA HILL, PATRICIA J.*

**DRUG ABUSE, A SOURCE BOOK AND GUIDE FOR TEACHERS.**

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 67

**EDRS PRICE MF-$0.75 HC-$5.56 137P.**

DESCRIPTORS *CURRICULUM, *DRUG ADDICTION, *DRUG LEGISLATION, *HEALTH EDUCATION, *INSTRUCTION, *TEACHING GUIDES, CALIFORNIA, CURRICULUM PLANNING, ELEMENTARY SCHOOL SCIENCE, SECONDARY SCHOOL SCIENCE,

THIS SOURCEBOOK CONTAINS INFORMATION TO HELP TEACHERS INSTRUCT ABOUT DRUGS AND DISCOURAGE DRUG ABUSE. THE INFORMATION IS APPLICABLE TO ANY GROUP OR GRADE LEVEL BUT IT IS PRIMARILY DIRECTED AT A K-12 PROGRAM. THE CONTENT HAS BEEN SELECTED, ORGANIZED, AND PRESENTED IN TERMS OF PRESUMED TEACHER NEED AND IS NOT INTENDED FOR DIRECT PUPIL USE. INFORMATION HAS BEEN DRAWN FROM MEDICAL, LEGAL, GOVERNMENTAL, AND OTHER SOURCES AND HAS BEEN ADAPTED FOR EDUCATIONAL USE. EXCESSIVE USE OF SCIENTIFIC TERMINOLOGY HAS BEEN AVOIDED. THE MATERIAL IS DIVIDED INTO THREE MAJOR DIVISIONS. PART 1 DEALS WITH (1) DANGEROUS SUBSTANCES INCLUDING BARBITURATES, AMPHETAMINES, VOLATILE CHEMICALS, MARIHUANA, LSD, AND NARCOTICS, AND (2) THE PEOPLE WHO BECOME DEPENDENT UPON THESE DRUGS. PART 2 DEALS WITH LEGISLATION AND OTHER SOCIETAL EFFORTS TO CONTROL AND SOLVE THE PROBLEMS OF DRUG ABUSE. PART 3 SURVEYS EDUCATIONAL PROBLEMS AND SUGGESTS GUIDELINES FOR THE DEVELOPMENT OF INSTRUCTIONAL PROGRAMS DESIGNED TO PREVENT DRUG ABUSE. ALSO INCLUDED ARE DEFINITIONS OF KEY TERMS, DRUG ABUSE JARGON, OBJECTIVE TEST ITEMS, AND SELECTED REFERENCES. (DS)

**ED 016 631** **SE 004 147**

*CASSEL, RICHARD*

**BASIC ELECTRICITY. SCIENCE IN ACTION SERIES, NUMBER 14.**

PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$1.04 24P.**

DESCRIPTORS *ELECTRICITY, *ELEMENTARY SCHOOL SCIENCE, *INSTRUCTION, *SCIENCE ACTIVITIES, *SECONDARY SCHOOL SCIENCE, *TEACHING GUIDES, INVESTIGATIONS,

THIS TEACHING GUIDE, INVOLVING ACTIVITIES FOR DEVELOPING AN UNDERSTANDING OF BASIC ELECTRICITY, EMPHASIZES STUDENT INVESTIGATIONS RATHER THAN FACTS, AND IS BASED ON THE PREMISE THAT THE MAJOR GOAL IN SCIENCE TEACHING IS THE DEVELOPMENT OF THE INVESTIGATIVE ATTITUDE IN THE STUDENT. ACTIVITIES SUGGESTED INVOLVE SIMPLE DEMONSTRATIONS AND EXPERIMENTS WHICH THE STUDENT MAY DO. ACTIVITIES INVOLVING STATIC ELECTRICITY SERVE TO INTRODUCE THE ELECTRICAL NATURE OF THE ATOM AND INCLUDE EXPERIENCES INVOLVING (1) CONDUCTORS, RESISTORS, AND INSULATORS, (2) THE ELECTROSCOPE, (3) INDUCED CHARGE, AND (4) ELECTRICAL FIELDS. ELEMENTARY EXPERIMENTS INVOLVING CURRENT ELECTRICITY INVOLVE (1) A SIMPLE VOLTAIC CELL, (2) ELECTROLYSIS, (3) RESISTANCE CIRCUITS, (4) OHM'S LAW, AND (5) SERIES AND PARALLEL CIRCUITS. ACTIVITIES SUGGESTED ARE SUITABLE FOR JUNIOR HIGH SCHOOL PUPILS. (DH)

**ED 016 632** **SE 004 179**

*SUPPES, PATRICK ATKINSON, RICHARD C.*

**STANFORD PROGRAM IN COMPUTER-ASSISTED INSTRUCTION, PROGRESS REPORT 6, FOR THE PERIOD JANUARY 1, 1967 TO MARCH 31, 1967.**

STANFORD UNIV., CALIF. INST. FOR MATH. STUDIES

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$1.04 24P.**

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *ELEMENTARY SCHOOL MATHEMATICS, *MATHEMATICS, *READING, *SLAVIC LANGUAGES, ALGEBRA, CALIFORNIA, COMPUTERS, EVALUATION, LANGUAGES, STANFORD, STANFORD UNIVERSITY,

THIS REPORT DESCRIBES THE PROJECTS IN COMPUTER-ASSISTED INSTRUCTION CONDUCTED AT THE STANFORD LABORATORY FOR COMPUTER-ASSISTED LEARNING AND TEACHING AND AT THE STANFORD-BRENTWOOD COMPUTER-ASSISTED INSTRUCTION (CAI) LABORATORY. THE MAJOR ACTIVITIES, WHICH ARE REPORTED FOR THE PERIOD FROM JANUARY 1 THROUGH MARCH 31, 1967, ARE RELATED TO (1) READING AND MATHEMATICS AT BRENTWOOD, (2) A TELETYPE PROGRAM IN ELEMENTARY MATHEMATICS DRILL AND PRACTICE, (3) SYMBOLIC LOGIC AND MODERN ALGEBRA, AND (4) PRELIMINARY WORK ON AN ELEMENTARY RUSSIAN PROGRAM. A REPORT ON SYSTEMS AND OPERATIONS FOR BOTH THE STANFORD-BRENTWOOD 1500 SYSTEM AND THE STANFORD PDP-1 SYSTEM IS INCLUDED. THERE ARE ALSO A SPECIAL SECTION ON PROCEDURES FOR HANDLING VISITORS TO THE STANFORD-BRENTWOOD LABORATORY AND A REPORT ON VISITORS DURING THIS REPORTING PERIOD. (RP)

**ED 016 633** **SE 004 180**

*SUPPES, PATRICK ATKINSON, RICHARD C.*

**STANFORD PROGRAM IN COMPUTER-ASSISTED INSTRUCTION, PROGRESS REPORT 7, FOR THE PERIOD APRIL 1, 1967 TO JUNE 30, 1967.**

STANFORD UNIV., CALIF. INST. FOR MATH. STUDIES

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$1.84 44P.**

DESCRIPTORS *ELEMENTARY SCHOOL MATHEMATICS, *MATHEMATICS, *READING, *SLAVIC LANGUAGES, CALIFORNIA, COMPUTER ASSISTED INSTRUCTION, COMPUTERS, EVALUATION, LANGUAGES, STANFORD, STANFORD UNIVERSITY,

THIS REPORT DESCRIBES THE PROJECTS IN COMPUTER-ASSISTED INSTRUCTION CONDUCTED AT THE STANFORD LA-

BORATORY FOR COMPUTER-ASSISTED LEARNING AND TEACHING AND AT THE STANFORD-BRENTWOOD COMPUTER-ASSISTED INSTRUCTION (CAI) LABORATORY. THE MAJOR ACTIVITIES, WHICH ARE REPORTED FOR THE PERIOD FROM APRIL 1 TO JUNE 30, 1967, ARE (1) READING AND MATHEMATICS AT BRENTWOOD, (2) A TELETYPE PROGRAM IN ELEMENTARY MATHEMATICS INCLUDING DRILL AND PRACTICE, (3) A TELETYPE PROGRAM IN MODERN ALGEBRA AND SYMBOLIC LOGIC, AND (4) A PROGRESS REPORT ON THE DEVELOPMENT OF A COMPUTER-BASED FIRST-YEAR COURSE IN RUSSIAN. A REPORT ON SYSTEMS AND OPERATIONS FOR BOTH THE STANFORD-BRENTWOOD 1500 SYSTEM AND THE STANFORD PDP-1 SYSTEM IS INCLUDED. ALSO DESCRIBED ARE ACTIVITIES PLANNED FOR THE NEXT REPORTING PERIOD AND A RECORD OF PERSONAL CHANGES. (RP)

**ED 016 634** **SE 004 214**
**THE MAN MADE WORLD, TEACHER'S MANUAL.**
COMMISSION ON ENGINEERING EDUC., WASHINGTON, D.C.
PUB DATE 67
**EDRS PRICE MF-$1.50 HC-$16.04** 399P.
DESCRIPTORS *COMPUTERS, *CURRICULUM, *CURRICULUM DEVELOPMENT, *ENGINEERING, *MATHEMATICS, *PHYSICAL SCIENCES, *SECONDARY SCHOOL SCIENCE, *TEACHING GUIDES, *TECHNOLOGY, ALGEBRA, BIBLIOGRAPHIES, EDUCATIONAL OBJECTIVES, SCIENCE ACTIVITIES,

THIS TEACHER'S MANUAL FOR THE ENGINEERING CONCEPTS CURRICULUM PROJECT'S HIGH SCHOOL COURSE, "THE MAN MADE WORLD," IS THE THIRD DRAFT OF THE EXPERIMENTAL VERSION. THE MATERIAL WRITTEN BY ENGINEERS, SCIENTISTS, AND EDUCATORS, EMPHASIZES ENGINEERING--MAN'S APPLICATION OF SCIENTIFIC PRINCIPLES TO THE CONTROL AND UTILIZATION OF HIS ENVIRONMENT. TECHNICAL ACCOMPLISHMENTS ARE RELATED TO ALL PHASES OF MAN'S ENDEAVOR--BIOLOGY, ECONOMICS, SOCIOLOGY, BUSINESS, COMMUNICATION, PSYCHOLOGY, AND THE ARTS AND HUMANITIES. IN PART I OF THE COURSE, CHAPTERS DEAL WITH (1) LOGICAL THOUGHT AND LOGICAL CIRCUITS, (2) BINARY NUMBERS AND LOGIC CIRCUITS, (3) LOGIC CIRCUITS WITH MEMORY, (4) ORGANIZATION OF A COMPUTER, AND (5) PROGRAMING. PART II INCLUDES CHAPTERS ON (1) MODELS, (2) OPTIMIZATION (OPERATIONS RESEARCH), (3) MODELING, (4) MODELS AND COMPUTERS, AND (5) PATTERNS OF CHANGE (DYNAMIC SYSTEMS). FOR EVERY CHAPTER OF THE MAIN TEXT, THE MANUAL HAS A CORRESPONDING CHAPTER ORGANIZED INTO EIGHT PARTS--(1) THE APPROACH, (2) OUTLINE OF CHAPTER, (3) OBJECTIVES, (4) DEVELOPMENT OF CONCEPTS, (5) SOLUTIONS TO HOMEWORK PROBLEMS, (6) EVALUATION, TESTS, QUIZZES, (7) RESOURCE MATERIALS, AND (8) TEACHER REFERENCES AND BACKGROUND INFORMATION SOURCES. DRAWINGS ARE INCLUDED FROM WHICH OVER-HEAD PROJECTOR TRANSPARENCIES MAY BE MADE OF THE MAJOR DIAGRAMS. NOTES FOR THE TEACHER ON THE LABORATORY EXPERIMENTS AND AN ANNOTATED FILM LIST ARE ALSO INCLUDED. (DH)

**ED 016 635** **SE 004 215**
**THE MAN MADE WORLD, LABORATORY MANUAL.**
COMMISSION ON ENGINEERING EDUC., WASHINGTON, D.C.
PUB DATE 67
**EDRS PRICE MF-$0.75 HC-$5.36** 132P.
DESCRIPTORS *COMPUTERS, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL MATERIALS, *LABORATORY MANUALS, *MATHEMATICS, *PHYSICAL SCIENCES, *SCIENCE ACTIVITIES, *SECONDARY SCHOOL SCIENCE, *TECHNOLOGY,

THIS LABORATORY MANUAL, THE COMPANION VOLUME TO THE STUDENT'S TEXT FOR THE "MAN MADE WORLD" HIGH SCHOOL COURSE, CONTAINS 31 EXPERIMENTS DEALING WITH THE THEORY, CIRCUITRY, AND OPERATION OF COMPUTERS, AND RELATED TECHNOLOGY. THE COURSE WAS WRITTEN BY SCIENTISTS, ENGINEERS, AND EDUCATORS, AND IS INTENDED AS A PART OF THE CULTURAL CURRICULUM FOR ALL STUDENTS WHO WILL HAVE RESPONSIBLE ROLES IN SOCIETY. BASIC TO THE COURSE IS THE THEME OF MAN'S ABILITY TO SHAPE HIS OWN FUTURE, AND CENTRAL TO THIS, HIS ABILITY TO COMMUNICATE VAST AMOUNTS OF ACCUMULATED KNOWLEDGE AND DATA EFFICIENTLY AND RAPIDLY. THE COMPUTER IS THE OBJECT OF ATTENTION AS AN EXAMPLE OF HOW MAN'S INSIGHTS AND INSPIRATION CAN PRODUCE PRODUCTS THAT SHAPE HIS FUTURE. LABORATORY EXERCISES INCLUDE ACTIVITIES RELATED TO THE FOLLOWING TOPICS--(1) LOGIC CIRCUITS, (2) BINARY NUMBER SYSTEMS, (3) MEMORY CIRCUITS, (4) COUNTING CIRCUITS, (5) MEASUREMENT AND ELECTRICAL INSTRUMENTS, (6) ANALOG COMPUTERS AND OPERATION, AND (7) SIMULATION PROBLEMS. (DH)

**ED 016 636** **SE 004 220**
*O'CONNOR, ROD SLABAUGH, WENDELL*
**TEACHER-PRODUCED INSTRUCTIONAL FILMS IN CHEMISTRY, 8MM AND SUPER 8.**
ADVISORY COUNCIL ON COLL. CHEMISTRY
PUB DATE DEC 67
**EDRS PRICE MF-$0.25 HC-$1.60** 38P.
DESCRIPTORS *AUDIOVISUAL AIDS, *CHEMISTRY, *COLLEGE SCIENCE, *FILM PRODUCTION, *FILMS, *INSTRUCTIONAL FILMS, *SCIENCE MATERIALS,

TECHNIQUES FOR PRODUCING 8MM INSTRUCTIONAL FILMS IN CHEMISTRY ARE PRESENTED. IN PART I A PHILOSOPHY OF TEACHER-PRODUCED FILMS IS DEVELOPED, EMPHASIZING THE VALUE OF THE LOCAL SETTING, AND CUSTOM-MADE CONTENTS. APPLICATIONS SUGGESTED ARE (1) TECHNIQUE INSTRUCTION, (2) FILMED EXPERIMENTS, (3) INSTRUMENT FAMILIARIZATION, (4) LECTURE AIDS, AND (5) AUTO-TUTORIAL AIDS. THE SECTION ON TECHNIQUES INCLUDES DISCUSSION OF (1) CONTENT PLANNING, (2) CONSULTANTS, (3) BASIC EQUIPMENT, (4) COHERENT FILMED INSTRUCTION, (5) FILMING SPEEDS, (6) SET AND LIGHTING, (7) TITLING, (8) ANIMATION, (9) SPECIAL EFFECTS, (10) PROCESSING AND EDITING, (11) SOUND, AND (12) PLAYBACK AND USES. APPENDED ARE (1) COMMERCIAL SOURCES OF 8MM AND SUPER 8MM FILMS IN CHEMISTRY, (2) SOURCES OF EQUIPMENT, (3) COMMERICALLY AVAILABLE 8MM FILMS BY CATEGORY, (4) CHECKLIST FOR MAKING FILMS, AND (5) PROCESSING LABORATORIES. (DH)

**ED 016 637** **TE 000 100**
*KNUDSON, RICHARD L.*
**A LOOK AT BOOK REPORTS.**
MAINE STATE DEPT. OF EDUCATION, AUGUSTA
PUB DATE FEB 67
**EDRS PRICE MF-$0.25 HC-$0.76** 17P.
DESCRIPTORS *ENGLISH INSTRUCTION, *READING PROGRAMS, *STUDENT MOTIVATION, *TEACHING METHODS, COLLEGE PREPARATION, ELEMENTARY EDUCATION, LITERATURE APPRECIATION, NOVELS, READING ASSIGNMENTS, READING INTERESTS, SECONDARY EDUCATION, SLOW LEARNERS, TEACHER INFLUENCE,

BOOK REPORT ASSIGNMENTS SHOULD BE PART OF A CAREFULLY PLANNED READING PROGRAM TO MOTIVATE STUDENT INTEREST IN LITERATURE. GOOD READING PROGRAMS CAN BE CREATED BY--(1) ASSESSING STUDENT NEEDS, INTERESTS, AND REGIONAL BACKGROUND, (2) APPRAISING THE INDIVIDUAL STUDENT'S READING ABILITY AND THE AMOUNT OF OUTSIDE READING REQUIRED IN OTHER COURSES, (3) PLANNING A SEQUENTIAL READING PROGRAM WHICH MOVES FROM UNSOPHISTICATED QUESTIONS TO MORE COMPLEX LITERARY PROBLEMS, (4) SPENDING CLASS TIME IN READING AND DISCUSSING ASSIGNED BOOKS, (5) PHRASING THOUGHT-PROVOKING QUESTIONS TAILORED TO THE REQUIREMENTS OF EACH BOOK, (6) ESTABLISHING A CLASSROOM PAPERBACK LIBRARY, (7) CREATING A SUMMER READING PROGRAM, (8) ASSIGNING TO SLOW LEARNERS BOOKS WHICH MOTIVATE THEM TO WANT TO READ, REQUIRING WRITTEN REPORTS OF ONLY A PARAGRAPH IN LENGTH, (9) ENCOURAGING ELEMENTARY STUDENTS TO "SHARE" BOOKS ALOUD RATHER THAN TO WRITE REPORTS, A PRACTICE WHICH OFTEN STIFLES THE INTEREST GENERATED BY THE BOOKS. IN ADDITION, THE TEACHER'S OWN READING, KNOWLEDGE, ENTHUSIASM, AND IMAGINATION IN TALKING ABOUT BOOKS WILL PROVE CONTAGIOUS. (APPENDICES INCLUDE SAMPLE APPROACHES TO BOOK REPORTS, THEMES FOR GROUPING LITERATURE, AND A DISCUSSION OF THE BOOK REPORT IN MODERN FOREIGN LANGUAGE, SOCIAL STUDIES, AND SCIENCE PROGRAMS.) (JB)

**ED 016 638** **TE 000 103**
*GOODENOUGH, WARWICK*
**WHAT WE SHOULD TEACH.**
PUB DATE AUG 67
**EDRS PRICE MF-$0.25 HC-$0.48** 10P.
DESCRIPTORS *COURSE CONTENT, *EDUCATIONAL RESEARCH, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *TWENTIETH CENTURY LITERATURE, AUSTRALIAN ASSN. FOR THE TECH. OF ENG, CONVENTIONAL INSTRUCTION, INDIVIDUAL DIFFERENCES, INFORMATION DISSEMINATION, STUDENT NEEDS,

EDUCATIONAL RESEARCH INDICATES THAT MANY TRADITIONAL ASSUMPTIONS ABOUT WHAT OUGHT TO BE INCLUDED IN ENGLISH SYLLABI AND HOW ENGLISH SHOULD BE TAUGHT ARE INVALID. BUT MOST EDUCATIONAL RESEARCH OF TODAY IN INTUITIVE AND UNSCIENTIFIC BECAUSE WE DO NOT HAVE THE TECHNOLOGY TO ANSWER THE BASIC QUESTIONS OF HOW THE BRAIN LEARNS, THINKS, AND REMEMBERS, PARTICULARLY IN REFERENCE TO LANGUAGE AND THE FORMATION OF ATTITUDES. ONLY WHEN THESE QUESTIONS ARE ANSWERED WILL WE BE ABLE TO PRODUCE SYLLABI THAT CAN BE DEFENDED BY FACT UNDER RIGID SCRUTINY. UNTIL THEN AND ESPECIALLY WHEN THAT TIME COMES, TEACH-

ERS THEMSELVES ARE IN THE BEST POSITION TO KNOW THE NEEDS OF THEIR STUDENTS AND TO DESIGN SYLLABI TO MEET THOSE NEEDS. EVEN NOW, ALL THE ELEMENTS OF THOROUGHLY DESIGNED THOUGH UNSCIENTIFIC COURSES OF STUDY CAN BE STATED IN CLEAR AND PRECISE DETAIL, AND MORE COMMUNICATION OF THIS NATURE SHOULD BE ENCOURAGED BY STATE ASSOCIATIONS, JOURNALS, AND THE AUSTRALIAN ASSOCIATION FOR THE TEACHING OF ENGLISH. ALSO NEEDED TODAY IS THE INCLUSION IN ENGLISH COURSES OF MORE LITERATURE OF CONTEMPORARY RELEVANCE. IF [illegible] WANT OUR STUDENTS TO KNOW THE [illegible] LEMS THEY WILL HAVE TO SOL[illegible] EN THEY LEAVE SCHOOL, WE MU[illegible] OURAGE THEM TO READ LITERAT[illegible] WHICH FACES THE PRESENT AND FUTURE, AS WELL AS THE MONUMENTAL WORKS WHICH ARE PART OF THE PAST. (THIS ARTICLE APPEARED IN "ENGLISH IN AUSTRALIA," NO. 5, AUGUST 1967.) (DL)

**ED 016 639** **TE 000 111**

*LEVIN, MIRIAM K.*

**A SURVEY OF LINGUISTIC UNITS IN THE HIGH SCHOOLS.**

EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.

REPORT NUMBER TDR-66-5

COLLEGE ENTRANCE EXAMINATION BOARD, NEW YORK, N.Y.

REPORT NUMBER RDR-66-7-NO-7

PUB DATE DEC 66

**EDRS PRICE MF-$0.25 HC-$0.96 22P.**

DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *LINGUISTICS, *SECONDARY SCHOOLS, CLASS SIZE, GRAMMAR, TEACHER EDUCATION,

TO SURVEY THE TEACHING OF LINGUISTICS IN SECONDARY SCHOOLS, THE EDUCATIONAL TESTING SERVICE (ETS) ASKED 650 ENGLISH TEACHERS TO COMPLETE QUESTIONNAIRES DESIGNED TO ELICIT INFORMATION ABOUT THE KIND AND EXTENT OF THEIR LINGUISTICS TRAINING, THE NATURE AND SIZE OF THE POPULATIONS STUDYING LINGUSTICS IN THEIR CLASSES, AND THE VOCABULARY AND CONTENT OF THEIR UNITS IN LINGUISTICS. ON THE BASIS OF THE FIRST 418 COMPLETED QUESTIONNAIRES PROCESSED, THREE CONCLUSIONS WERE REACHED. (1) A STRONG TREND TOWARD THE TEACHING OF LINGUISTICS EXISTS. (2) A STEADILY INCREASING TEACHER POPULATION IS BEING TRAINED IN THE NEW GRAMMAR. (3) THE TYPICAL 25-YEAR LAG BETWEEN RESEARCH FINDINGS AND CLASSROOM USE IS DEMONSTRABLY DECREASING IN THE CASE OF LINGUISTICS. (A COPY OF THE QUESTIONNAIRE, SHOWING RESPONSES, IS INCLUDED.) (MM)

**ED 016 640** **TE 000 113**

**THE BASIC ISSUES IN THE TEACHING OF ENGLISH.**

NATIONAL COUNCIL OF TEACHERS OF ENG.,CHAMPAIGN,ILL

AMERICAN STUDIES ASSN., PHILADELPHIA, PA.

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE 59

**EDRS PRICE MF-$0.25 HC-$0.72 16P.**

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *PROGRAM EVALUATION *TEACHER EVALUATION, AMERICAN STUDIES ASSN, COLLEGE ENGLISH ASSN, COLLEGE INSTRUCTION, ELEMENTARY GRADES, GRADUATE STUDY, LANGUAGE ARTS, MLA, NCTE, SECONDARY GRADES, TEACHER EDUCATION, TEACHING QUALITY,

FOUR PROFESSIONAL ORGANIZATIONS COLLABORATED IN 1958 TO ASSESS, CLARIFY, AND DEFINE THE TEACHING OF THE SUBJECT OF ENGLISH FROM KINDERGARTEN THROUGH GRADUATE SCHOOL. THEY PROPOSED 35 BASIC ISSUES IN THE FORM OF QUESTIONS TO BE RESOLVED BY THE ENGLISH TEACHING PROFESSION. TWENTY-ONE OF THE ISSUES REQUESTED AN EXAMINATION OF THE NATURE OF ENGLISH, ITS GOALS, CONTENT, AND TEACHING PROBLEMS, AND 14 QUESTIONED THE PREPARATION, CERTIFICATION, AND INSERVICE TRAINING OF ENGLISH TEACHERS ON THE LEVELS, SECONDARY, AND COLLEGE LEVELS. THE RESPONSIBILITY FOR FINDING SOLUTIONS TO THE 35 QUESTIONS WAS ENTRUSTED TO INDIVIDUAL TEACHERS, ENGLISH DEPARTMENTS, NATIONAL PROFESSIONAL ORGANIZATIONS, AND SPONSORING FOUNDATIONS. IT WAS GENERALLY BELIEVED THAT SUCCESS IN SOLVING THESE 35 PROBLEMS WOULD EFFECT A SEQUENTIAL AND CUMULATIVE ENGLISH CURRICULUM, EMBRACING BOTH PRACTICAL AND HUMAN VALUES. (THIS SUPPLEMENT TO "ELEMENTARY ENGLISH," OCTOBER 1959, IS ALSO AVAILABLE FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, STOCK NO. 00509, $0.25.) (JB)

**ED 016 641** **24** **TE 000 124**

*NESPER, OSANNA*

**A TEACHER'S EXPERIENCE WITH COMPOSITION.**

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER H-003-1

REPORT NUMBER BR-5-0686-1

PUB DATE 65

CONTRACT OEC-2-10-114

**EDRS PRICE MF-$1.75 HC-$16.44 409P.**

DESCRIPTORS *COMMUNICATION SKILLS, *COMPOSITION (LITERARY), *COMPOSITION SKILLS, *ENGLISH INSTRUCTION, *TEACHING GUIDES, COURSE DESCRIPTIONS, CURRICULUM RESEARCH, DESCRIPTIVE WRITING, ELEMENTARY EDUCATION, EVANSTON, GRADE 4, ILLINOIS, INNER CITY, LANGUAGE ARTS, LITERARY), NORTHWESTERN CURRICULUM CENTER IN ENGLISH, POETRY, PROJECT ENGLISH, READING, VERBAL COMMUNICATION,

THIS COURSE DESCRIPTION RECOUNTS A FOURTH-GRADE TEACHERS EXPERIENCE OF MOTIVATING AND ASSISTING INNER-CITY SLUM CHILDREN TO DEVELOP COMPOSITION SKILLS AND INCLUDES THE THREE UNITS SHE TAUGHT--(1) "LEARNING TO BE SPECIFIC" AND "LEARNING TO DESCRIBE SENSE IMPRESSIONS," (2) "LEARNING TO DESCRIBE PEOPLE," AND (3) "PLAYING WITH WORDS." INDIVIDUAL LESSONS IN THESE UNITS CONTAIN STATEMENTS OF SPECIFIC AIMS, DESCRIPTIONS OF TEACHING PROCEDURES, BIBLIOGRAPHIC CITATIONS OF WRITING MODELS UTILIZED, TRANSCRIPTIONS OR SUMMARIES OF TEACHER-CLASS DIALOGUES PRELIMINARY TO WRITING, AND REPRINTS OF GROUP- AND INDIVIDUALLY-AUTHORED STUDENT COMPOSITIONS. A GENERAL INTRODUCTION BY WALLACE W. DOUGLAS AND THE AUTHOR'S INTRODUCTIONS TO INDIVIDUAL UNITS PROVIDE THE READER WITH GUIDANCE IN UNDERSTANDING THE RATIONALE OF THE INSTRUCTION AND IN INTERPRETING THE STUDENT COMPOSITIONS. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 129. (RD)

**ED 016 642** **24** **TE 000 126**

**WRITER AND AUDIENCE.**

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER H-003-2

REPORT NUMBER BR-5-0686-2

PUB DATE 66

CONTRACT OEC-2-10-114

**EDRS PRICE MF-$0.50 HC-$4.80 118P.**

DESCRIPTORS *COMPOSITION (LITERARY), *COMPOSITION SKILLS (LITERARY), *CURRICULUM GUIDES, *ENGLISH INSTRUCTION, *TEACHING GUIDES, DICTION, EVANSTON, ILLINOIS, LITERARY ANALYSIS, NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH, SECONDARY EDUCATION, SPEECH, WRITING SKILLS,

THIS TWO-UNIT TEACHING GUIDE FOR SECONDARY SCHOOL COMPOSITION IS DESIGNED TO HELP STUDENTS BECOME AWARE OF THE DECISIONS INVOLVED IN ESTABLISHING A VOICE OR "PERSONA" AND OF THE EFFECT THESE DECISIONS HAVE ON THE IMAGE THAT IS PROJECTED TO AN AUDIENCE. AN INTRODUCTION CONTAINS A RATIONALE AND SUGGESTED TEACHING PROCEDURES FOR DEVELOPING SKILL IN PRODUCING A PERSONA AND IN IDENTIFYING AN AUDIENCE. UNIT I, "IDENTIFYING THE WRITER," COMPARES A VARIED SELECTION OF PERSONA IN FOUR LESSONS--(1) HOW CHARACTER IS REVEALED IN PLAYS, (2) HOW THE AUTHOR STRIKES A POSE, (3) HOW THE PERSONA DEFINES VISION IN POETRY AND IN MASS MEDIA, AND (4) HOW STUDENT WRITERS ASSUME PERSONAE. UNIT II, "IDENTIFYING THE AUDIENCE," INCLUDES FIVE LESSONS--(1) HOW ONE PROCESS IS DESCRIBED DIFFERENTLY FOR FOUR DIFFERENT AUDIENCES, (2) HOW A PARTICULAR STYLE CAN PRODUCE A PARTICULAR KIND OF AUDIENCE AND IMITATORS, (3) HOW ONE THEME IS DEVELOPED THROUGH SEVERAL DIFFERENT MATERIALS, (4) HOW PERSONA CAN ADAPT TO VARIOUS AUDIENCES, AND (5) HOW PUBLIC MEN PROJECT THEIR PERSONAE FOR A PARTICULAR PURPOSE. EACH UNIT PRESENTS STUDY NOTES AND WRITING PROBLEMS DEVELOPED AROUND WRITING MODELS WHICH RANGE FROM RECENT MAGAZINE OR NEWSPAPER ARTICLES AND STUDENT WRITING TO POETRY AND EXCERPTS FROM PLAYS. WRITING MODELS ARE CITED, BUT NOT REPRINTED. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 129. (JB)

**ED 016 643** **24** **TE 000 127**

**PAPERS ON COMPOSITION.**

NORTHWESTERN UNIV., EVANSTON, ILL.

REPORT NUMBER H-003-3

REPORT NUMBER BR-5-0686-3

CONTRACT OEC-2-10-114

**EDRS PRICE MF-$0.75 HC-$6.40 158P.**

DESCRIPTORS *COMPOSITION (LITERARY), *COMPOSITION SKILLS (LITERARY), *ENGLISH INSTRUCTION, *TEACHING GUIDES, CLASSIFICATION, CREATIVE WRITING, EVANSTON, FIGURATIVE LANGUAGE, GRADING, ILLINOIS, LANGUAGE USAGE, MODELS, NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH, SECONDARY EDUCATION, TEACHING PROCEDURES, WRITING EXERCIESES,

THE SCOPE OF THE NORTHWESTERN UNIVERSITY CURRICULUM CENTER'S RESEARCH PROGRAM IN TEACHING COMPOSITION TO THE BEGINNING WRITER IS

DEFINED IN THE EIGHT PAPERS COMPRISING THIS COLLECTION. THE TOPICS FOR THE PAPERS ARE--(1) LIMITING THE AIMS OF TEACHING COMPOSITION IN THE SEVENTH- AND EIGHTH-GRADES TO INCLUDE ONLY NARRATIVE AND DESCRIPTIVE WRITING AND ELEMENTARY PERSUASION, (2) STEPS IN THE BASIC WRITING PROCESS, (3) THE NEED FOR THE WRITER TO ESTABLISH A VOICE OR "PERSONA" FOR A PARTICULAR AUDIENCE, (4) THE CLASSIFICATION OF TYPES OF PROSE IN A NEW WAY--PRACTICAL, JOURNALISTIC, AND ACADEMIC, (5) THE USE OF LITERARY MODELS AND IMAGES TO IMPROVE WRITING, (6) IMPORTANT QUESTIONS TO BE ASKED WHEN JUDGING WRITTEN COMPOSITION, (7) TEACHING USAGE IN THE COMPOSITION CLASS, AND (8) A FIVE-POINT SYSTEM BY WHICH WRITING MATURITY IN DESCRIPTIVE ESSAYS CAN BE OBJECTIVELY EVALUATED. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 129. (JB)

**ED 016 644 24 TE 000 128**
**LESSONS IN THE WRITING PROCESS.**
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER H-003-4
REPORT NUMBER BR-5-0686-4
PUB DATE 65
CONTRACT OEC-2-10-114
**EDRS PRICE MF-$1.50 HC-$14.16 352P.**

DESCRIPTORS *COMPOSITION (LITERARY), *COMPOSITION SKILLS (LITERARY), *CURRICULUM GUIDES, *ENGLISH INSTRUCTION, EVANSTON, GRADE 9, ILLINOIS, JOURNALISM, LITERARY ANALYSIS, NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH, SECONDARY EDUCATION, SPEECH, TEACHING GUIDES, WRITING SKILLS,

MOTIVATING STUDENTS TO WRITE, THROUGH INSTRUCTION IN JOURNALISTIC PROSE, IS THE PRIMARY AIM OF THIS NINTH-GRADE CURRICULUM GUIDE. IT CONTAINS FOUR UNITS--"AN INTRODUCTION TO THE WRITING PROCESS" (THREE LESSONS), "THE JOURNALISTIC REPORT" (FIVE LESSONS), "THE JOURNALISTIC ANALYSIS" (11 LESSONS), AND "THE JOURNALISTIC EVALUATION" (10 LESSONS). BOTH GENERAL DESCRIPTIONS OF LESSON PLANS AND THE ACTUAL LESSON PLANS ARE PROVIDED FOR THE UNITS ON ANALYSIS AND EVALUATION, WHEREAS ONLY LESSON PLANS ARE INCLUDED FOR THE INTRODUCTORY AND REPORT UNITS. LESSON PLANS INCLUDE OBJECTIVES, BIBLIOGRAPHIC CITATIONS FOR RECENT ARTICLES FROM MAGAZINES AND NEWSPAPERS, SUGGESTED PRELIMINARY PLANNING ACTIVITIES AND CLASSROOM PROCEDURES FOR THE TEACHER, AND SUGGESTED ACTIVITIES AND ASSIGNMENTS FOR THE STUDENT. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 129. (RD)

**ED 016 645 24 TE 000 129**
**LESSONS IN THE BASIC PROCESSES IN COMPOSITION.**
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER H-003-5
REPORT NUMBER BR-5-0686-5
PUB DATE 65
CONTRACT OEC-2-10-114
**EDRS PRICE MF-$1.75 HC-$16.44 409P.**

DESCRIPTORS *BASIC SKILLS, *COMPOSITION (LITERARY), *COMPOSITION SKILLS (LITERARY), *CURRICULUM GUIDES, *ENGLISH INSTRUCTION, CLASSIFICATION, DICTION, EVANSTON, GRADE 7, GRADE 8, ILLINOIS, NORTHWESTERN CURRICULUM CENTER IN ENGLISH, PROJECT ENGLISH, SECONDARY EDUCATION, SENSORY EXPERIENCE, TEACHING GUIDES, WRITING SKILLS,

THE SEVENTH- AND EIGHTH-GRADE UNITS CONTAINED IN THIS GUIDE PROVIDE A SEQUENTIAL STUDY OF COMPOSITION WITH EMPHASIS UPON DICTION. THE SEVENTH-GRADE UNIT (10 LESSONS) DEALS WITH THE PROCESSES OF OBSERVATION, CLASSIFICATION, INDIVIDUALIZATION, REVISION, AND WITH AUTHOR INTENTION. THE EIGHT-LESSON UNIT FOR THE EIGHTH-GRADE IS CONCERNED WITH WRITING ABOUT SENSORY IMPRESSIONS. ALL LESSONS ARE COMPOSED OF EXERCISES WHEREIN STUDENTS ARE ASKED TO EXAMINE WRITING MODELS BY PROFESSIONAL AUTHORS AND WRITE ORIGINAL COMPOSITIONS. OBJECTIVES, PROCEDURES, AND DISCUSSION QUESTIONS ARE PROVIDED FOR EACH EXERCISE, IN ADDITION TO BIBLIOGRAPHIC CITATIONS WHICH DIRECT THE READER TO MODELS AND OTHER SOURCE MATERIALS. SEE ALSO TE 000 124 AND TE 000 126 THROUGH TE 000 128. (RD)

**ED 016 646 24 TE 000 137**
*CONRY, JULIANNE JOYCE*
**VALIDITY OF THE REARRANGEMENT EXERCISE AS A PREDICTOR OF ESSAY WRITING ABILITY.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-23
PUB DATE MAY 67
CONTRACT OEC-5-10-154
**EDRS PRICE MF-$0.25 HC-$1.00 23P.**

DESCRIPTORS *ENGLISH, *ESSAYS, *PARAGRAPH COMPOSITION, *PREDICTIVE ABILITY (TESTING), *SCORING, EDUCATIONAL RESEARCH, ENGLISH, RESEARCH METHODOLOGY, RESEARCH TOOLS, TEST CONSTRUCTION, TEST RESULTS, TEST VALIDITY, TESTING PROBLEMS, WRITING,

DATA FROM THE PARAGRAPH ORGANIZATION PORTION OF THE CEEB ENGLISH COMPOSITION TEST (ECT) WERE CONVERTED TO THE ORIGINAL RANK-ORDER AND WERE THEN RESCORED BY THREE SYSTEMS USING SPEARMAN'S RHO TO DETERMINE WHICH METHOD YIELDED SCORES THAT CORRELATED BEST WITH TOTAL ESSAY SCORES. TWO OF THE METHODS INVESTIGATED, ONE IN WHICH THE NUMBER OF SCORES WAS MULTIPLIED BY THE RANK CORRELATION SQUARED, AND THE OTHER IN WHICH THE NUMBER OF SCORES WAS MULTIPLIED ONLY BY THE RANK CORRELATION, YIELDED CORRELATIONS SLIGHTLY BELOW THE ECT VALUE FOR THE REDUCED SAMPLE. THE THIRD METHOD, USING FISHER'S R-Z TRANSFORMATION AND COMPUTING NZ, YIELDED A CORRELATION WITH THE TOTAL ESSAY SCORE WHICH WAS SLIGHTLY HIGHER. THE IMMEDIATE CONCLUSION DRAWN WAS THAT UNDER THE BEST PREDICTIVE CONDITION, MULTIPLE REGRESSION WEIGHTINGS, THERE IS LITTLE OR NO DIFFERENCE AMONG THE SCORING PROCEDURES. USING TOTAL REARRANGEMENT SCORES TO PREDICT ESSAY SCORES, THE ORIGINAL SCORING IS SUPERIOR. IT WAS DEMONSTRATED, HOWEVER, THAT FACTORS OTHER THAN THE SCORING TECHNIQUES PER SE, INHERENT IN THE DATA AND TESTING CONDITIONS, COULD HAVE SEVERELY RESTRICTED THE PREDICTIVE VALIDITY OF THE TEST. (AUTHOR)

**ED 016 647 TE 000 165**
*ANDERSON, TOMMY R.*
**ON TEACHING ARCELLANA'S "THE MATS".**
ASSOCIATION OF MANILA SECONDARY TEACHERS OF ENG.
PUB DATE OCT 67
**EDRS PRICE MF-$0.25 HC-$0.64 14P.**

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *ENGLISH INSTRUCTION, *LITERARY ANALYSIS, *SHORT STORIES, *TEACHING TECHNIQUES, LANGUAGE PATTERNS, LITERARY APPRECIATION, LITERATURE, SECOND LANGUAGE LEARNING, SYMBOLS (LITERARY),

FRANCISCO ARCELLANA'S "THE MATS," LIKE ANY WELL-CONSTRUCTED SHORT STORY, CAN SERVE AS AN IMPORTANT TEACHING DEVICE IN GUIDING STUDENTS, ESPECIALLY THOSE LEARNING ENGLISH AS A SECOND LANGUAGE, TO READ WITH UNDERSTANDING AND APPRECIATION, THE TECHNIQUES OF CONVERTING VERBALS BACK INTO VERBS, REPLACING ALL PRONOUNS WITH THEIR ANTECEDENTS IN PARALLEL CONSTRUCTION, AND ANALYZING FUNCTION WORDS CAN SIMULTANEOUSLY IMPLEMENT LANGUAGE RECOGNITION AND REVEAL THE AUTHOR'S CONTROLLED PURPOSES. A LOOK AT SHORT STORY WRITING TECHNIQUES--THE PLACE THE MATS OCCUPY AT THE OUTSET, THE HEIGHTENING TENSION AS THEY ARE OPENED, AND THE WAYS THEIR COLORS AND MOTIFS REVEAL CHARACTER AND THEME--WILL HELP THE STUDENTS UNDERSTAND "THE MATS" AS WELL AS TEACH THEM WHAT IS INVOLVED IN ANALYZING FUTURE STORIES. THE TEACHER SHOULD DEVELOP ONLY THAT BACKGROUND INFORMATION ESSENTIAL TO FULL APPRECIATION OF THE STORY--THE EFFECT SPANISH MARRIAGE CUSTONS HAVE ON THE CENTRAL IMPORTANCE OF THE NUPTIAL MAT AND THE TELLTALE SYMPTONS SIGNALLING THE FATHER'S ENCROACHING INSANITY. AFTER THE STORY HAS BEEN DISCUSSED THOROUGHLY, DIVERGENT WRITTEN QUESTIONS CAN BE ASSIGNED TO DISCLOSE HOW MUCH THE STUDENTS HAVE UNDERSTOOD OF WHAT THEY HAVE READ. (THIS ARTICLE APPEARED IN "THE MANILA SECONDARY TEACHERS ENGLISH QUARTERLY," VOL. 17, NOS. 3-4, JULY-OCTOBER 1967.) (JB)

**ED 016 648 TE 000 166**
*OLOROSO, LAURA S.*
**PROPOSALS FOR REVISIONS IN THE PRESERVICE REQUIREMENTS FOR ENGLISH MAJORS.**
ASSOCIATION OF MANILA SECONDARY TEACHERS OF ENG.
PUB DATE OCT 67
**EDRS PRICE MF-$0.25 HC-$0.52 11P.**

DESCRIPTORS *ENGLISH (SECOND LANGUAGE), *ENGLISH INSTRUCTION, *LANGUAGE TEACHERS, *TEACHER EDUCATION CURRICULUM, *TEACHER QUALIFICATIONS, COLLEGE LANGUAGE PROGRAMS, COMPOSITION (LITERARY), CONTRASTIVE LINGUISTICS, CULTURAL BACKGROUND, LANGUAGE, LANGUAGE TESTS, LITERATURE, PHILIPPINES, REMEDIAL READING, SECOND LANGUAGE LEARNING, STUDENT TEACHING, TEACHER IMPROVEMENT,

DESPITE RECENT RESEARCH IN TEACHING ENGLISH AS A SECOND LANGUAGE, COURSE REQUIREMENTS FOR ENGLISH MAJORS IN PHILIPPINE TEACHER TRAINING COLLEGES HAVE REMAINED RELATIVELY STATIC THE PAST 15 YEARS. TO REDUCE THE WIDENING GAP BETWEEN

TEACHER TRAINING INSTRUCTION AND THE FUNCTIONS TEACHERS ARE ACTUALLY EXPECTED TO PERFORM, MANILA HIGH SCHOOL SUPERVISORS STUDIED PRE-SERVICE COURSE REQUIREMENTS FOR ENGLISH MAJORS AND PROPOSED REVISIONS IN THESE REQUIREMENTS. PROPOSALS INCLUDED THE ADDITION OF COURSES IN--(1) PRONUMCIATION, BASED ON CONTRASTIVE ANALYSIS OF THE SOUND SYSTEMS OF ENGLISH AND MAJOR FILIPINO LANGUAGES, (2) RAPID READING AND COMPREHENSION OF EXPOSITORY PROSE, (3) MODERN ENGLISH GRAMMAR AND LINGUISTICS, (4) THE LEARNING AND TEACHING OF A FOREIGN LANGUAGE, USING SCIENTIFICALLY PREPARED LANGUAGE-TEACHING MATERIALS, (5) LANGUAGE TESTING, (6) THE DETECTION AND REMEDIATION OF READING DEFECTS, (7) COMPOSITION AND LITERATURE, WHICH ARE SEQUENTIALLY DEVELOPED AND EMPHASIZE CLOSE READING AND THE NEW CRITICISM, (8) MYTHOLOGICAL BACKGROUNDS OF LITERATURE, INCLUDING FILIPINO LEGENDS, AND (9) CULTURAL BACKGROUND, CONTAINING A GOOD SELECTION OF PHILIPPINE LITERATURE IN ENGLISH. IMPLEMENTING THE PROPOSALS FOR CURRICULAR REVISION WOULD ALSO INVOLVE THE UPDATING OF EDUCATION AND PSYCHOLOGY COURSES AND A REEVALUATION OF EXISTING PRACTICE TEACHING CONDITIONS. (THIS ARTICLE APPEARED IN "THE MANILA SECONDARY TEACHERS ENGLISH QUARTERLY," JULY-OCT. 1967.) (JB)

**ED 016 649** **TE 000 171**
*ALLEN, HAROLD B.*
**MINNESOTA COLLEGES CONFERENCES ON ENGLISH TEACHER PREPARATION. FINAL REPORT.**
MINNESOTA UNIV., MINNEAPOLIS
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$5.16 127P.**

DESCRIPTORS *CONFERENCE REPORTS, *ENGLISH CURRICULUM, *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *TEACHER CERTIFICATION, COMPOSITION (LITERARY), LANGUAGE, LINGUISTICS, LITERATURE, SPEECH, TEACHING METHODS, UNIVERSITY OF MINNESOTA,

BETWEEN JANUARY AND MAY OF 1967, REPRESENTATIVES FROM MINNESOTA COLLEGES MET FOR FIVE CONFERENCES ON ENGLISH TEACHER PREPARATION. EQCH CONFERENCE DEALT WITH A SPECIFIC AREA OF ENGLISH EDUCATION--SPEECH, COMPOSTITION, THE ENGLISH LANGUAGE, LITERATURE, AND METHODS. PARTICIPANTS RECOMMENDED EFFECTIVE MEANS OF IMPLEMENTING THE NEW MINNESOTA REGULATIONS ON CERTIFICATION OF SECONDARY SCHOOL ENGLISH TEACHERS. THIS FINAL REPORT OF THE CONFERENCES CONTAINS THE ADDRESSES OF THE KEYNOTE SPEAKERS AND OF A SECONDARY SCHOOL TEACHER WHO SPOKE ON THE SPECIFIC NEEDS OF THE CLASSROOM, AS WELL AS SUMMARIES OF THE RESULTS OF DISCUSSION GROUPS. AN INTRODUCTION DETAILING THE DEVELOPMENT OF THE NEW CERTIFICATION REGULATIONS AND PREPARATION FOR THE CONFERENCES, AND OF THE FORMAT FOR A SIXTH CONFERENCE TO BE HELD FOR THE CONCERNED PUBLIC IS ALSO INCLUDED. AUTHORS AND TITLES OF THE KEYNOTE ADDRESSES ARE--(1) "SPEECH IN THE ENGLISH PROGRAM" BY J. JEFFERY AUER, (2) "COMPOSITION IN THE ENGLISH PROGRAM" BY WALLACE DOUGLAS, (3) "THE PLACE OF ENGLISH LANGUAGE STUDY IN THE CURRICULUM" BY ALBERT MARCKWARDT, (4) "LITERATURE IN THE ENGLISH PROGRAM" BY LAWRENCE V. RYAN, AND (5) "THE METHODS COURSE--BY WHOM, TO WHOM, FOR WHAT" BY EDMUND J. FARRELL. (A REVISED VERSION OF THIS REPORT WILL BE PUBLISHED BY THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, FALL 1968.) (DL)

**ED 016 650** **TE 000 175**
*SLOAN, BARBARA L.*
**THE PLACE OF THE ENGLISH PROGRAM IN ADULT EDUCATION.**
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA
PUB DATE OCT 67
**EDRS PRICE MF-$0.25 HC-$0.88 20P.**

DESCRIPTORS *ADULT EDUCATION, *ADULT EDUCATORS, *ADULT STUDENTS, *ENGLISH INSTRUCTION, ADULT EDUCATION PROGRAMS, ENGLISH CURRICULUM, NIGHT SCHOOLS, PUBLIC SCHOOL ADULT EDUCATION, SECONDARY EDUCATION,

A PHILOSOPHY OF ADULT EDUCATION MUST RECOGNIZE LEARNING AS ESSENTIAL FOR SURVIVAL AND CONSIDER THE NATURE OF THE ADULT STUDENT, THE TEACHER'S SKILLS AND ABILITIES, AND THE SPECIFIC SUBJECT TO BE TAUGHT. THE ENGLISH TEACHER OF ADULTS AT THE SECONDARY LEVEL IS PLAGUED BY A LACK OF APPROPRIATE MATERIALS AND AN UNAVAILABILITY OF LIBRARY FACILITIES, AND MUST RELY LARGELY UPON HIS OWN RESOURCES IN DESIGNING A COURSE OF STUDY. HE SHOULD GIVE CAREFUL CONSIDERATION TO A COMMUNICATIONS-CENTERED PROGRAM OF READING, WRITING, LISTENING, AND SPEAKING IN WHICH (1) READING IS CONSIDERED BASIC TO ADULTS' WEAKNESSES IN LEARNING OTHER COMMUNICATION SKILLS, (2) BASIC SKILLS ARE EMPHASIZED IN AN INTEGRATED PROGRAM OF GRAMMAR, COMPOSITION, LITERATURE, AND SPEECH, (3) EXTENSIVE STUDENT INVOLVEMENT IN THE CLASSROOM PROCEDURE IS ENCOURAGED, AND (4) SMALL INSTRUCTIONAL UNITS ARE USED WITH A VARIETY OF TEACHING TECHNIQUES. TO HELP TEACHERS MEET STUDENTS' NEEDS, A SURVEY TO DETERMINE HOW ENGLISH IS CURRENTLY BEING TAUGHT TO ADULTS SHOULD BE CONDUCTED, ENGLISH INSTRUCTIONAL MATERIALS FOR ADULTS SHOULD BE PREPARED, AND THE PUBLIC SCHOOL ENGLISH DEPARTMENT SHOULD CONSIDER ADULT COURSES PART OF THE TOTAL ENGLISH PROGRAM, PROVIDING INSTRUCTIONAL MATERIALS, AUDIO-VISUAL AIDS, CLASSROOMS, AND IN-SERVICE TRAINING TO TEACHERS OF ADULT EVENING CLASSES. (THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," VOLUME 55, NUMBER 1, OCTOBER 1967.) (RD)

**ED 016 651** **24** **TE 000 179**
*TILLMAN, MURRAY H.*
**LEVEL OF ABSTRACTION IN THE WRITTEN COMPOSITIONS OF CHILDREN VARYING IN INTELLIGENCE AND AGE.**
GEORGIA UNIV., ATHENS
REPORT NUMBER BR-5-0250
PUB DATE 15 MAY 67
CONTRACT OEC-6-10-061
**EDRS PRICE MF-$0.25 HC-$0.60 13P.**

DESCRIPTORS *ABSTRATION LEVELS, *CHILDREN, *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, AGE GROUPS, FLESCH CRITERIA, INTELLIGENCE QUOTIENT, LANGUAGE RESEARCH, LANGUAGE STYLES,

WRITTEN COMPOSITIONS WERE OBTAINED FROM 48 CHILDREN, FOUR FROM EACH AGE GROUP FROM EIGHT THROUGH 11, ASSIGNED TO THREE IQ GROUPS--RETARDED, NORMAL, AND SUPERIOR. USING SEVERAL OF THE FLESCH CRITERIA (WHICH USE NUMBER OF SYLLABLES, AVERAGE SENTENCE LENGTH, AND NUMBER OF DEFINITE WORDS AS INDICES), COMPOSITIONS WERE SCORED FOR DEFINITENESS OF STYLE. RESULTS INDICATED THAT TWO CRITERIA, DEFINITE WORDS AND FLESCH'S FORMULA R, WERE ASSOCIATED WITH MENTAL AGE AND IQ PROVIDED A MEANS FOR DISTINGUISHING COMPOSITIONS WRITTEN BY THE SUPERIOR IQ GROUP FROM THOSE WRITTEN BY THE NORMAL AND RETARDED CHILDREN. INCREASES IN AGE WERE NOT ASSOCIATED WITH INCREASES IN STYLISTIC GENERALITY FOR THE AGE RANGE SAMPLED. (AUTHOR/DL)

**ED 016 652** **24** **TE 000 180**
*HART, JOHN A.* *HAYES, ANN L.*
**ANALYSIS, EVALUATION, AND REVISION OF EXISTING MATERIALS FOR AN ADVANCED PLACEMENT ENGLISH COURSE. FINAL REPORT.**
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER PROJ-NO-1-59050
REPORT NUMBER BR-6-8210-2
PUB DATE JAN 67
CONTRACT OEC-1-6-068210-0679
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**

DESCRIPTORS *ADVANCED PLACEMENT PROGRAMS, *COLLEGE HIGH SCHOOL COOPERATION, *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *ENGLISH INSTRUCTION, CARNEGIE INSTITUTE OF TECHNOLOGY, COMPOSITION (LITERARY), COMPOSITION SKILLS (LITERARY), ENGLISH CURRICULUM, LITERATURE, RESEARCH METHODOLOGY, SECONDARY EDUCATION, TEACHER DEVELOPED MATERIALS,

THIS REPORT EXPLAINS THE INTENTIONS OF THE STUDY WHCIH PRODUCED THE "MODEL FOR AN ADVANCED PLACEMENT ENGLISH COURSE," A DAY-BY-DAY CLASS PLAN FOR WORK IN LITERATURE AND COMPOSITION, DESIGNED TO AID TEACHERS IN CONDUCTING ADVANCED PLACEMENT ENGLISH COURSES. ALSO DISCUSSED ARE THE METHODS FOLLOWED IN EVALUATING THE MATERIALS FOR THE MODEL AND THE CHANGES MADE IN THE ORIGINAL COURSE ORGANIZATION AND CONTENT. (SEE ED 012 802 FOR THE PRODUCT OF THIS STUDY--"MODEL FOR AN ADVANCED PLACEMENT ENGLISH COURSE.") (JB)

**ED 016 653** **TE 000 189**
*JOHNSON, MAURITZ* *SCRIVEN, ELDON*
**CLASS SIZE AND ACHIEVEMENT GAINS IN SEVENTH- AND EIGHTH-GRADE ENGLISH AND MATHEMATICS.**
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.56 12P.**

DESCRIPTORS *ACHIEVEMENT GAINS, *CLASS SIZE, *ENGLISH INSTRUCTION, *HOMOGENEOUS GROUPING, *MATHEMATICS INSTRUCTION, ARITHMETIC, GRADE 7, GRADE 8, NEW YORK STATE, READING COMPREHENSION, TEACHING LOAD,

USING DATA OBTAINED BY THE QUALITY MEASUREMENT PROJECT ON SOME 70,000 PUPILS, THIS STUDY ATTEMPTED TO PRODUCE EVIDENCE REGARDING THE INFLUENCE OF CLASS SIZE AND CLASS HOMOGENEITY ON ACHIEVEMENT GAINS

IN GRADES 7 AND 8. A TOTAL OF 130 ENGLISH AND 135 MATHEMATICS CLASSES CLASSIFIED ACCORDING TO SIZE AND HOMOGENEITY WERE EXAMINED. THE READING COMPREHENSION AND ARITHMETIC TEST SCORES ON THE IOWA TEST OF BASIC SKILLS WERE USED AS THE MEASURES OF ACHIEVEMENT. RESULTS INDICATED THAT GAIN DIFFERENCES IN RESPECT TO CLASS SIZE AND CLASS VARIABILITY WERE GENERALLY VERY SMALL AND INCONSISTENT. BECAUSE TWO-THIRDS OF THE CLASSES STUDIED CONSISTED OF FROM 23 TO 32 PUPILS, THE LARGEST AND SMALLEST CLASSES (LARGER THAN 34 AND SMALLER THAN 24 STUDENTS) WERE ISOLATED FOR SEPARATE COMPARISON. RESULTS CONFIRMED THAT THERE WAS NO INSTANCE OF A SIGNIFICANT DIFFERENCE IN ACHIEVEMENT GAIN EVEN BETWEEN THESE EXTREME GROUPS. ALTHOUGH THESE TESTS DO NOT MEASURE ALL TYPES OF ACHIEVEMENT, THEY DO SUGGEST THAT ATTENTION MIGHT MORE PROFITABLY BE DIRECTED TOWARD REDUCING THE NUMBER OF CLASSES ASSIGNED TO ONE TEACHER THAN TOWARD REDUCING THE SIZE OF THE CLASSES THEMSELVES. (THIS ARTICLE APPEARED IN "THE SCHOOL REVIEW," VOL. 75, NO. 3, AUTUMN 1967.) (DL)

**ED 016 654** TE 000 190
*GROSSMAN, GWENDOLYN BRYANT*
**A COMPARISON OF UPPER PRIMARY LANGUAGE ARTS GOALS AND TESTING IN SELECTED SCHOOL DISTRICTS.**
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *ACHIEVEMENT TESTS, *EDUCATIONAL OBJECTIVES, *ENGLISH INSTRUCTION, *LANGUAGE ARTS, *STANDARIZED TESTS, COMMUNICATION SKILLS, EVALUATION METHODS, HANDWRITING SKILLS, LISTENING, READING, SPEAKING,
THIS STUDY WAS INITIATED TO ANALYZE AND COMPARE THE CONTENT OF GOALS OF FIFTH- AND SIXTH-GRADE LANGUAGE ARTS PROGRAMS WITH THE LANGUAGE ARTS AREAS ASSESSED BY STANDARDIZED ACHIEVEMENT TESTS. BY USING A FRAMEWORK OF COMMUNICATION SKILLS RECOMMENDED BY SEVERAL AUTHORITIES IN THE LANGUAGE ARTS, SEVEN ELEMENTARY SCHOOL TEACHERS CLASSIFIED AND JUDGED THE RELEVANCE OF THE CONTENT OF GOALS STATED IN LANGUAGE ARTS CURRICULUM BULLETINS AND OF ITEMS IN STANDARDIZED TESTS. RESULTS INDICATED THAT ABOUT HALF OF THE GOALS DEALT WITH AREAS OF MECHANICS--HANDWRITING, SPELLING, AND USAGE--AND THAT THERE WERE PROPORTIONATELY MORE GOALS ENUNCIATED FOR HANDWRITING SKILLS ALONE THAN FOR ALL THE SKILLS OF EXPRESSING THOUGHTS AND IDEAS. GOALS EMPHASIZED EXPOSITORY RATHER THAN CREATIVE CONTENT, AND THE ACQUISITION OF KNOWLEDGE AND APPLICATION OF MECHANICAL SKILLS RATHER THAN THE ACQUISITION OF THE ABILITIES OF COMPREHENSION, ANALYSIS, SYNTHESIS, AND EVALUATION. TEST ITEMS ADEQUATELY MEASURED LESS THAN ONE PERCENT OF THE GOALS. MEASUREMENT OF THE ATTAINMENT OF THE MAJORITY OF THE GOALS--PARTICULARLY IN THE AREAS OF COGNITIVE AND AFFECTIVE PROCESSES IN LISTENING, SPEAKING, AND WRITING--REQUIRED OTHER ASSESSMENT TECHNIQUES. IT IS RECOMMENDED, THEN, THAT STANDARDIZED TESTS BE SUPPLEMENTED BY TEACHER-MADE TESTS, SUBJECTIVE PROCEDURES, CUMULATIVE CASE RECORDS, AND GENERAL EVALUATION TECHNIQUES. THIS DISSERTATION IS AVAILABLE FROM UNIVERSITY MICROFILMS, ANN ARBOR, MICHIGAN. (AUTHOR/DL)

**ED 016 655** TE 000 222
*WYMAN, EMMELINE BURROUGHS*
**AN ANALYSIS AND SURVEY OF THE NATURE, EXTENT AND SCOPE OF DIAGRAMMING IN THE AMERICAN PUBLIC SCHOOL SYSTEM.**
SOUTH CAROLINA UNIV., COLUMBIA
PUB DATE 66
**EDRS PRICE MF-$0.50 HC-$3.96 97P.**
DESCRIPTORS *ENGLISH INSTRUCTION, *GRAMMAR, *SENTENCE DIAGRAMING, ELEMENTARY EDUCATION, LINGUISTICS, REED AND KELLOGG DIAGRAM, SECONDARY EDUCATION,
THE PURPOSE OF THIS STUDY WAS TO ASSESS THE USE OF DIAGRAMING AS A TEACHING DEVICE IN PUBLIC SCHOOLS. QUESTIONNAIRES WERE SENT TO THE STATE ENGLISH CURRICULUM DIRECTORS OR THE STATE SUPERINTENDENTS OF EDUCATION IN ALL 50 STATES, AND THE CITY SUPERVISORS OF ENGLISH IN THE 15 LARGEST AMERICAN CITIES. IN ADDITION, PERSONAL CORRESPONDENCE WAS CARRIED OUT WITH EDUCATIONAL ADMINISTRATORS AND TEACHERS. RESPONSES TO THE QUESTIONNAIRES WERE RECEIVED FROM 94 PERCENT OF THE STATES AND 67 PERCENT OF THE CITIES. RESULTS INDICATED THAT THE REED AND KELLOGG DIAGRAM WAS USED BY A MAJORITY OF THE STATES (MOST COMMONLY ON THE JUNIOR HGIH SCHOOL LEVEL) AND BY A MINORITY OF THE CITIES (ON BOTH THE ELEMENTARY AND SECONDARY LEVELS). LINGUISTIC DIAGRAMS WERE SELDOM USED, THOUGH INTEREST IN THEM WAS INCREASING. NO INSTANCE OF THE USE OF THE BALLOON OR SLOT-AND-FILLER DIAGRAMS WAS FOUND. THREE-QUARTERS OF THE RESPONDING STATE DEPARTMENTS AND NEARLY ALL OF THE CITIES HAD NO MATERIAL AVAILABLE FOR TEACHERS ON DIAGRAMING, AND TWO-THIRDS OF THE RESPONDING CITY SUPERVISORS DESIRED THAT MATERIALS ON DIAGRAMS BE PROVIDED THROUGH A CENTRAL AGENT. ALTHOUGH RELEVANT RESEARCH ON DIAGRAMS INDICATES THAT THEY ARE NOT EFFECTIVE TEACHING DEVICES FOR IMPROVING COMMUNICATION SKILLS, MANY WRITERS ON ENGLISH EDUCATION ADVOCATE THEIR USE FOR THIS PURPOSE OR FOR GRAMMATICAL ANALYSIS. (THIS REPORT WAS SUBMITTED AS A MASTER OF ARTS THESIS IN THE SCHOOL OF EDUCATION, UNIVERSITY OF SOUTH CAROLINA.) (AUTHOR/DL)

**ED 016 656** TE 000 251
*DESOUSA, ALBERT M. COWLES, MILLY*
**AN EXPERIMENTAL STUDY TO DETERMINE THE EFFICACY OF SPECIFIC TRAINING IN LISTENING.**
PUB DATE 18 FEB 67
**EDRS PRICE MF-$0.25 HC-$0.32 6P.**
DESCRIPTORS *AUDITORY TRAINING, *ENGLISH INSTRUCTION, *LANGUAGE ARTS, *LISTENING SKILLS, AURAL LEARNING, GRADE 7, JUNIOR HIGH SCHOOL STUDENTS, LANGUAGE SKILLS, LISTENING COMPREHENSION,
THIS STUDY ATTEMPTED TO DETERMINE WHETHER OR NOT GIVING PUPILS SPECIFIC INSTRUCTION IN THE SKILLS OF PURPOSEFUL LISTENING WOULD IMPROVE THEIR LISTENING ABILITY. NINETY RANDOMLY-SELECTED SEVETH-GRADERS WITHOUT HEARING IMPEDIMENTS AND OF COMPARABLE INTELLIGENCE WERE DIVIDED EQUALLY INTO THREE GROUPS. THE ISOLATED-CONTROL GROUP RECEIVED INSTRUCTION IN LITERATURE, THE CONTROL GROUP "DID NOT RECEIVE ANY SPECIAL TREATMENT," AND THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION IN PURPOSEFUL LISTENING. FIVE LESSONS EACH IN LISTENING FOR SIGNIFICANT DETAILS, IN GRASPING MAIN IDEAS, AND IN FOLLOWING DIRECTIONS WERE GIVEN TO THIS EXPERIMENTAL GROUP. FORMS 3A AND 3B OF THE STEP LISTENING TESTS WERE USED FOR PRE- AND POST-TESTING ONE WEEK BEFORE AND ONE WEEK AFTER THE 20-DAY EXPERIMENT. STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN PRE- AND POST-TEST SCORES FOR THE THREE GROUPS CLEARLY INDICATED THAT SUPERIOR GAINS WERE MADE BY THE EXPERIMENTAL GROUP. LIMITATIONS OF THE STUDY INCLUDED THE SMALL SIZE AND RESTRICTED GRADE LEVEL OF THE TEST POPULATION AND THE ABSENCE OF ANY INDICATION OF HOW LONG THE STUDENTS WOULD CONTINUE TO APPLY THE NEWLY-ACQUIRED LISTENING SKILLS. THIS PAPER WAS READ AT THE AERA CONVENTION (FEBRUARY 18, 1967). (RD)

**ED 016 657** 24 TE 000 252
*FERNANDEZ, THOMAS L.*
**AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH. INTERIM REPORT.**
MONMOUTH COLL., ILL.
REPORT NUMBER CRP-HE-145
ILLINOIS STATE-WIDE CURRICULUM STUDY CTR., URBANA
REPORT NUMBER ISCPET-SS-11-26-67
PUB DATE JUN 67
CONTRACT OEC-5-10-029
**EDRS PRICE MF-$0.25 HC-$0.60 13P.**
DESCRIPTORS *ENGLISH INSTRUCTION, *INTERPRETIVE READING, *ORAL EXPRESSION, *ORAL READING, *TEACHER EDUCATION, COLLEGE TEACHERS, ENGLISH, ISCPET, ORAL ENGLISH, PRESERVICE EDUCATION, PROGRAM EVALUATION, SECONDARY SCHOOL TEACHERS, SPEECH, SPEECH SKILLS, TEACHER ATTITUDES, TEACHER EDUCATION CURRICULUM, TEACHER QUALIFICATIONS,
THIS STUDY WAS DESIGNED TO ASCERTAIN WHETHER OR NOT THE DEVELOPMENT OF SKILLS IN ORAL INTERPRETATION IS A VALID OBJECTIVE IN THE PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH. THE QUESTIONNAIRE WHICH SERVED AS THE BASIC INSTRUMENT OF THE STUDY SOLICITED RESPONSES FROM COLLEGE PROFESSORS OF SPEECH AND OF ENGLISH AND FROM SECONDARY SCHOOL TEACHERS OF ENGLISH. RESULTS OF THE STUDY INDICATED THAT ORAL EXPRESSION IS A SUBJECT OF INTEREST AND CONCERN TO THOSE ENGAGED IN TEACHING ENGLISH AT THE SECONDARY LEVEL. THIS GROUP OF TEACHERS SUPPORTED THE DEVELOPMENT OF SKILLS IN ORAL INTERPRETATION AS AN OBJECTIVE OF TEACHER EDUCATION PROGRAMS. MOREOVER, SKILL IN READING ALOUD WAS DEEMED A HELPFUL TOOL FOR SECONDARY ENGLISH TEACHERS BY THE MAJORITY OF THE RESPONDENTS TO THE SURVEY, REGARDLESS OF THE RESPONDNT'S

SUBJECT FIELD AND THE EDUCATIONAL LEVEL AT WHICH HE TAUGHT. (A COPY OF THE QUESTIONNAIRE UTILIZED IN THE SURVEY IS ATTACHED TO THE REPORT.) (AUTHOR/RD)

**ED 016 658** 24 **TE 000 253**
*ALLEN, R.R. AND OTHERS*
**A TAXONOMY OF CONCEPTS AND CRITICAL ABILITIES RELATED TO THE EVALUATION OF VERBAL ARGUMENTS.**
WISCONSIN UNIV., MADISON
REPORT NUMBER WRDCCL-OP-9
REPORT NUMBER BR-5-0216
PUB DATE AUG 67
CONTRACT OEC-5-10-154
**EDRS PRICE MF-$0.25 HC-$1.72** 41P.

DESCRIPTORS *CRITICAL THINKING, *ENGLISH INSTRUCTION, *LOGIC, *RHETORIC, *TAXONOMY, CLASSIFICATION, COGNITIVE PROCESSES, CONCEPTUAL SCHEMES, LOGICAL THINKING, MUTUAL INTELLIGIBILITY, SPEECH, SPEECH INSTRUCTION, TOULMIN, VERBAL COMMUNICATION,

THE DEVELOPMENT OF CRITICAL THINKING ABILITIES IS A PERVASIVE AND IMPORTANT OBJECTIVE OF AMERICAN SECONDARY AND HIGHER EDUCATION. ALTHOUGH CRITICAL THINKING ABILITIES HAVE RECEIVED RECOGNITION AS WORTHY EDUCATIONAL GOALS, FEW STUDY GROUPS AND EVEN FEWER TEACHERS ARE ABLE TO DEFINE THE MEANS OF INSTRUCTION THROUGH WHICH SUCH GOALS ARE REALIZED. IN THIS PAPER ARE IDENTIFIED CONCEPTS AND CLUSTERS OF CONCEPTS WHICH DEFINE WHAT KNOWLEDGE A STUDENT MUST POSSESS IF HE IS TO CRITICALLY EVALUATE EVERYDAY DISCOURSE. THE TAXONOMY, COMPRISED OF 12 CONCEPT CLUSTERS AND RELATED CRITICAL ABILITIES, IS DERIVED FROM TOULMIN'S PRESENTATION OF INFERENCE AS A RULE-CONSTITUTED ACTIVITY AND FROM THE NATURE OF THE FIELD OF ORDINARY DISCOURSE. ARGUMENT IS SEEN AS AN ACTIVITY MADE POSSIBLE BY THE PARTICIPANTS' ACCEPTANCE OF RULES OF INFERENCE, BY THEIR MUTUAL AGREEMENT ON WHAT KINDS OF RESERVATIONS MUST BE SATISFIED TO ESTABLISH FORCEFUL CLAIMS. (AUTHOR)

**ED 016 659** 24 **TE 000 254**
*MILLER, ROBERT D. THOMSON, ALLAN*
**AN ANALYSIS OF HIGH SCHOOL HUMANITIES COURSES IN FLORIDA.**
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER BR-6-8361
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$4.36** 107P.

DESCRIPTORS *COURSE EVALUATION, *HIGH SCHOOLS, *HUMANITIES INSTRUCTION, COURSE CONTENT, COURSE ORGANIZATION, EDUCATIONAL FACILITIES, EDUCATIONAL INNOVATION, FLORIDA, INSERVICE TEACHER EDUCATION, PRESERVICE EDUCATION, TEACHER ATTITUDES, TEACHER CERTIFICATION, TEACHING METHODS,

INFORMATION SUPPLIED BY PRINCIPALS AND TEACHERS IN RESPONSE TO QUESTIONNAIRES PROVIDED STUDY DATA TO ASSESS THE 1966-67 STATUS OF FLORIDA HIGH SCHOOL HUMANITIES PROGRAMS. OF 344 SCHOOLS, 136 OFFERED HUMANITIES AND HUMANITIES-TYPE COURSES, SEVEN HAD PREVIOUSLY OFFERED THEM, AND FOUR PLANNED SUCH COURSES. DEVELOPMENT OF THEM REPRESENTED EFFORTS BY INDIVIDUAL SCHOOLS TO MEET LOCAL PROBLEMS AND STUDENT NEEDS. OF 78 COURSES, 29 WERE TAUGHT BY ONE INSTRUCTOR, 20 BY TEACHER TEAMS, AND 29 BY ONE INSTRUCTOR OCCASIONALLY ASSISTED BY SUBJECT SPECIALISTS. ONE-THIRD OF THE COURSE WERE STRUCTURED HISTORICALLY, SIX THEMATICALLY, AND OVER HALF USED A COMBINATION OF STRUCTURES. ALTHOUGH NECESSARY AUDIO-VISUAL EQUIPMENT WAS ORDINARILY AVAILABLE, LARGE LECTURE ROOMS OFTEN WERE NOT, SUPPLIES WERE USUALLY INADEQUATE, SUFFICIENT TEACHER PLANNING AND PREPARATION TIME WAS NOT PROVIDED, AND CLASS TRIPS WERE USUALLY IMPOSSIBLE. ALL HUMANITIES TEACHERS HELD TEACHING CERTIFICATES AND TWO-THIRDS HAD TAUGHT FOR SIX OR MORE YEARS. HOWEVER, MANY TEACHERS FELT AT LEAST PARTLY UNPREPARED TO TEACH HUMANITIES COURSES, AND 71 PRINCIPALS BELIEVED THAT TOO FEW HUMANITIES TEACHERS WERE AVAILABLE AND ADVOCATED MORE INSERVICE TRAINING FOR THEM. (A COPY OF THE QUESTIONNAIRE UTILIZED IN THIS STUDY AND A SUMMARY REPORT ARE APPENDED. (RD)

**ED 016 660** **TE 000 258**
*HOOK, J.N.*
**THE STATE OF TEACHER PREPARATION PROGRAMS IN ENGLISH.**
ILLINOIS STATE-WIDE CURRICULUM STUDY CTR., URBANA
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.40** 8P.

DESCRIPTORS *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *TEACHER EDUCATION, COMPOSITION (LITERARY), DIACHRONIC LINGUISTICS, EDUCATIONAL PSYCHOLOGY, ENGLISH, GRAMMAR, INSERVICE TEACHER EDUCATION, LITERARY CRITICISM, LITERATURE, METHODS COURSES, PROFESSIONAL ASSOCIATIONS, STUDENT TEACHING, TEACHER CERTIFICATION, TEACHER EDUCATION CURRICULUM,

BECAUSE THERE HAVE NOT BEEN ANY SWEEPING SHIFTS IN EMPHASES IN THE PAST DECADE IN THE PREPARATION OF SECONDARY ENGLISH TEACHERS BY COLLEGES AND UNIVERSITIES, GENERALIZATIONS ABOUT IMPROVEMENTS ARE DIFFICULT TO CONSTRUCT. ALTHOUGH TRENDS ARE EVIDENT AND ARE BEGINNING TO BE MANIFESTED IN THE KINDS OF TRAINING GIVEN PROSPECTIVE TEACHERS, PROBLEMS REMAIN. EDUCATIONAL PSYCHOLOGY COURSES, ALMOST INEVITABLY REQUIRED, VARY IMMENSELY AND ARE ONLY INFREQUENTLY OF DIRECT VALUE IN TEACHING. FEW ENGLISH TEACHERS ARE REQUIRED TO TAKE COURSES WHICH PREPARE THEM TO TEACH MODERN ENGLISH GRAMMAR, COMPOSITION, OR THE HISTORY OF THE ENGLISH LANGUAGE, AND FEWER STILL ARE AWARE OF THE ENORMOUS AMOUNT OF RESEARCH BEING CONDUCTED IN THESE AREAS. TOO FEW COLLEGES AND UNIVERSITIES OFFER A COURSE IN PRACTICAL LITERARY CRITICISM FOR PROSPECTIVE ENGLISH TEACHERS, WHEREAS THE GENERAL COURSES IN EDUCATION REQUIRED OF MOST EDUCATION STUDENTS HAVE BEEN JUDGED TO BE OF PRACTICALLY NO VALUE BY A LARGE PROPORTION OF GRADUATES. GUIDELINES HAVE BEEN ESTABLISHED BY PROFESSIONAL ORGANIZATIONS, HOWEVER, AND IMPROVEMENT CAN BE EXPECTED. INSERVICE TRAINING IS HELPING TO RECTIFY THE FACT THAT HALF OF THE NATION'S TEACHERS OF ENGLISH DID NOT MAJOR IN THAT AREA. OVERALL, STEADY PROGRESS IS BEING MADE TO PROVIDE BETTER QUALIFIED ENGLISH TEACHERS FOR JUNIOR AND SENIOR HIGH SCHOOLS. THIS ADDRESS WAS DELIVERED AT THE CONFERENCE ON ENGLISH EDUCATION (5TH, UNIV. OF GEORGIA, MARCH 20-APRIL 1, 1967). (DL)

**ED 016 661** **TE 000 265**
*CRISP, RAYMOND D., ED.*
**CURRENT RESEARCH IN ENGLISH TEACHER PREPARATION, A FIRST REPORT.**
ILLINOIS STATE-WIDE CURRICULUM STUDY CTR., URBANA
REPORT NUMBER CRP-HE-145
PUB DATE JAN 68
CONTRACT OEC-5-10-029
**EDRS PRICE MF-$0.25 HC-$1.00** 23P.

DESCRIPTORS *CURRICULUM STUDY CENTERS, *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *SECONDARY SCHOOL TEACHERS, *TEACHER EDUCATION, CLASSICAL LITERATURE, CRITICAL THINKING, CURRICULUM RESEARCH, ENGLISH CURRICULUM, ILLINOIS, ISCPET, LITERATURE, MEHODS COURSES, ORAL INTERPRETATION, SECONDARY EDUCATION, TEACHER EDUCATION CURRICULUM,

THIS BULLETIN REPORTS ON CURRENT AND COMPLETED RESEARCH PROJECTS, BOTH IN PROGRESS AND COMPLETED, OF THE ILLINOIS-STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET). FOLLOWING AN INTRODUCTION WHICH EXPLAINS ISCPET AND ITS CONCERNS, THE SPECIAL RESEARCH STUDIES PRESENTLY UNDER INVESTIGATION ARE BRIEFLY DESCRIBED. ABSTRACTS--NOTING INVESTIGATOR, PRUPOSE, METHOD, RESULTS, AND CONCLUSIONS--ARE PROVIDED FOR THE SEVEN COMPLETED PROJECTS--(1) REPORT ON THE TEACHING OF ENGLISH IN ILLINOIS PUBLIC HIGH SCHOOLS, (2) THE TEACHING OF ENGLISH IN GRADES SEVEN, EIGHT, AND NINE IN THE STATE OF ILLINOIS, (3) THE VALUE OF THE CLASSICS AS AN ELECTIVE IN COLLEGE COURSES FOR THE ENGLISH MAJOR WHO INTENDS TO TEACH IN HIGH SCHOOL, (4) AN EXPERIMENTAL STUDY OF THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF HIGH SCHOOL ENGLISH TEACHERS ENROLLED IN A METHODS COURSE, (5) A CURRICULAR STUDY CONCERNED WITH THE PROCESS AND THE PRODUCT OF AN ENGLISH-EDUCATION COURSE AND ITS EFFECTS UPON EXPERIENCED ENGLISH TEACHERS' ABILITIES TO THINK CRITICALLY, (6) AN EVALUATION OF ORAL INTERPRETATION AS A PART OF THE PROFESSIONAL PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH, AND (7) A STUDY OF THE EFFECT UPON THE TEACHING EFFECTIVENESS OF ENGLISH TEACHERS OF THE REORGANIZATION OF THE LITERATURE COMPONENT OF A TEACHER-TRAINING CURRICULUM. (FINAL REPORTS ARE AVAILABLE UPON REQUEST FROM ISCPET, 1210 W. CALIFORNIA, URBANA, ILLINOIS 61801. INTERIM REPORTS (3) AND (6) ABOVE ARE AVAILABLE THROUGH ERIC AS TE 000 177 AND TE 000 252 RESPECTIVELY.) (DL)

**ED 016 662** **TE 000 266**
*MCFETRIDGE, J.D.*
**SOME ASPECTS OF THE TEACHING OF ENGLISH IN SELECTED EAST LONDON SECON-**

DARY SCHOOLS DURING 1965-66, AND A COMPARISON WITH ALBERTA, CANADA, FOR THE 1963-64 ACADEMIC YEAR.
LONDON UNIV. (ENGLAND), INST. OF EDUCATION
PUB DATE 67
EDRS PRICE MF-$0.50 HC-$3.24 79P.
DESCRIPTORS *ENGLISH INSTRUCTION, *SECONDARY SCHOOL TEACHERS, *SECONDARY SCHOOLS, *TEACHING ASSIGNMENT, *TEACHING CONDITIONS, ADMINISTRATIVE POLICY, ALBERTA, AUDIOVISUAL AIDS, CANADA, EAST LONDON, ENGLAND, TEACHER ADMINISTRATOR RELATIONSHIP, TEACHER ATTITUDES, TEACHER CERTIFICATION, TEACHER MORALE, TEACHER QUALIFICATIONS, TEACHING LOAD,
THE PURPOSE OF THIS INVESTIGATION, MODELED AFTER A RPOFESSIONAL LOAD STUDY BY THE ALBERTA TEACHERS' ASSOCIATION, WAS TO ASSESS THE STATE OF ENGLISH TEACHING IN A NUMBER OF EAST LONDON SECONDARY SCHOOLS. SOME ASPECTS OF THESE FINDINGS WERE THEN COMPARED WITH CONDITIONS IN ALBERTA, CANDADA. INTERVIEWS WERE HELD WITH 69 EAST LONDON TEACHERS AND THE HEADMASTERS OF 13 SCHOOLS. RESULTS INDICATED THAT--(1) THE PERCENTAGE OF TEACHERS WITH UNIVERSITY DEGREES IS MUCH HIGHER IN GRAMMAR SCHOOLS THAN IN SECONDARY-MODERN OR COMPREHENSIVE SCHOOLS, (2) ABOUT 20 PERCENT OF THE SAMPLE HAVE NOT COMPLETED PROFESSIONAL CERTIFICATE REQUIREMENTS, (3) GRAMMAR SCHOOL TEACHERS MEET CLASSES OF SMALLER SIZE THAN THEIR COLLEAGUES IN SECONDARY-MODERN AND COMPREHENSIVE SCHOOLS, (4) LITTLE USE IS MADE OF AUDIOVISUAL AIDS, (5) WORKING ENVIRONMENTS, WITH THE EXCEPTION OF LIBRARY FACILITIES, ARE SATISFACTORY TO TEACHERS, (6) TEACHERS HAVE CONSIDERABLE CHOICE IN THE USE OF SYLLABI, AND (7) INTERNAL COMMUNICATION WITHIN ENGLISH DEPARTMENTS IS LARGELY INFORMAL AND UNSCHEDULED. COMPARED WITH TEACHERS IN ALBERTA, BRITISH TEACHERS MEET MORE STUDENTS EACH DAY AND ASSIGN MUCH MORE WRITING TO THEIR STUDENTS. (APPENDICES CONTAIN--(1) THE INTRODUCTORY LETTER TO HEAD TEACHERS, (2) A COMMENTARY ON INTERVIEWS HELD WITH HEAD TEACHERS, (3) A SAMPLE BRIEF ENGLISH SYLLABUS, (4) A SAMPLE OF A MORE DETAILED ENGLISH SYLLABUS, AND (5) THE PREFACE TO "THE PROFESSIONAL LOAD OF SECONDARY TEACHERS OF ENGLISH IN ALBERTA 1964-64.") (THIS REPORT WAS SUBMITTED AS AN ASSOCIATESHIP REPORT, THE UNIVERSITY OF LONDON INSTITUTE OF EDUCATION.) (DL)

**ED 016 663** TE 000 267
*NEY, JAMES W.*
CONDITIONING SYNTACTIC PERFORMANCE OF CHILDREN AT VARING GRADE LEVELS BY AUDIO-LINGUAL DRILLS ON TRANSFORMATIONS.
PUB DATE 08 FEB 68
EDRS PRICE MF-$0.25 HC-$0.88 20P.
DESCRIPTORS *AUDIOLINGUAL METHODS, *ENGLISH INSTRUCTION, *METHODS RESEARCH, *OPERANT CONDITIONING, *SYNTAX, CONDITIONED RESPONSE, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL STUDENTS, KELLOG W. HUNT, LANGUAGE INSTRUCTION, LANGUAGE LEARNING LEVELS, LANGUAGE RESEARCH, PATTERN DRILLS (LANGUAGE), SECONDARY SCHOOL STUDENTS, TEACHING TECHNIQUES, TRANSFER OF TRAINING, VERBAL OPERANT CONDITIONING,
FIVE RECENT STUDIES AIMED AT MEASURING THE AMOUNT OF TRANSFER-OF-TRAINING FROM SPEECH TO WRITING (AS DEMONSTRATED BY STUDENTS PREVIOUSLY CONDITIONED THROUGH AUDIOLINGUAL CLASSROOM DRILL) ARE EVALUATED IN THIS PAPER. FOLLOWING A REVIEW OF PRELIMINARY RESEARCH, THE METHODOLOGY USED TO CONDITION THE STUDENTS AND TO TEST FOR TRANSFER IS DESCRIBED AND THE EFFECTIVENESS OF THIS METHODOLOGY AND CONDITIONING USED IN THE RECENT RESEARCH IS SUMMARIZED. NINE STATISTICAL TABLES ARE APPENDED. THIS PAPER WAS DELIVERED AT THE AERA CONVENTION (CHICAGO, FEBRUARY 8, 1968). SEE TE 000 080 FOR A RELATED REPORT. (MM)

**ED 016 664** 24 TE 000 268
*SLACK, ROBERT C.*
PROGRAM TO EXTEND CURRICULM MATERIALS IN ENGLISH FOR THE ABLE TO A WIDER STUDENT GROUP. FINAL REPORT.
CARNEGIE-MELLON UNIV., PITTSBURGH, PA.
REPORT NUMBER CRP-H-162
REPORT NUMBER BR-5-0516
PUB DATE 30 DEC 67
CONTRACT OEC-5-10-090
EDRS PRICE MF-$0.25 HC-$0.72 16P.
DESCRIPTORS *AVERAGE STUDENTS, *CURRICULUM EVALUATION, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, ABLE STUDENTS, AUDIOVISUAL AIDS, CARNEGIE INSTITUTE OF TECHNOLOGY CURRICULUM STUDY CENTER, COMPOSITION (LITERARY), CURRICULUM GUIDES, EXPERIMENTAL CURRICULUM, GRADING, INDUCTIVE METHODS, INSTRUCTIONAL MATERIALS, PROJECT ENGLISH, READING, SECONDARY EDUCATION, TEACHER ORIENTATION,
THE PURPOSE OF THIS PROJECT WAS TO DETERMINE (1) IF A TEACHER GIVEN NO SPECIAL TRAINING IN THE EDUCATIONAL PHILOSOPHY AND METHODS OF THE CURRICULUM STUDY CENTER AT CARNEGIE INSTITUTE OF TECHNOLOGY COULD ADEQUATELY TEACH ITS MATERIALS AND (2) IF THESE MATERIALS (DESIGNED FOR USE WITH EXCEPTIONALLY INTELLIGENT STUDENTS) COULD, WITH SOME MODIFICATION, BE TAUGHT EFFECTIVELY TO AVERAGE STUDENTS. FOR TWO ACADEMIC YEARS, SIX CLASSES OF AVERAGE HIGH SCHOOL STUDENTS IN GRADES 10-12 WERE TAUGHT THE CARNEGIE CENTER'S ENGLISH CURRICULUM BY TEACHERS WHO WERE GIVEN ONLY THE MATERIALS FOR THE COURSES, WITHOUT FURTHER INSTRUCTION. RESULTS INDICATED THAT THE MATERIALS CAN BE TAUGHT BY TEACHERS WITHOUT PREVIOUS SPECIAL TRAINING, AND THAT, WITH MODIFICATIONS, THE PROGRAM IS MORE SUCCESSFUL THAN TRADITIONAL INSTRUCTION WITH STUDENTS OF AVERAGE ABILITY. HOWEVER, TEACHERS RECOMMENDED THE FOLLOWING MAJOR MODIFICATIONS IN THE PROGRAM FOR USE WITH AVERAGE STUDENTS--(1) THAT THE QUANTITY OF READING BE REDUCED, (2) THAT THE RECOMMENDED INDUCTIVE TEACHING METHOD BE VARIED BY USING SEVERAL OTHER PROCEDURES, (3) THAT THE QUANTITY OF AUDIO-VISUAL MATERIALS BE SUBSTANTIALLY INCREASED, (4) THAT STUDENTS BE GIVEN MORE TRAINING IN COMPOSITION, (5) THAT STUDENTS NOT BE GRADED ANY MORE STRINGENTLY THAN THEY OTHERWISE WOULD BE, AND (6) THAT THE WHOLE THREE-YEAR PROGRAM BE USED RATHER THAN ANY SINGLE YEAR OF IT. (THE TEXTS OF THE REPORTS OF THE SIX PARTICIPATING TEACHERS ARE APPENDED.) (DL)

**ED 016 665** TE 000 270
*WEIGHT, GLENN S.*
PENNSYLVANIA IN AUTOBIOGRAPHY.
PENNSYLVANIA STATE LIBRARY, HARRISBURG
PUB DATE JAN 67
EDRS PRICE MF-$0.25 HC-$1.08 25P.
DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *AUTOBIOGRAPHIES, *BIBLIOGRAPHIES, *ENGLISH INSTRUCTION, *HISTORY,
THIS BIBLIOGRAPHY OF 228 AUTOBIOGRAPHIES BY PENNSYLVANIANS IS DIRECTED TO STUDENTS, HISTORIANS, LIBRARIANS, AND GENERAL READERS. IT DOES NOT INCLUDE BOOKS PUBLISHED AFTER 1960, FICTIONAL AUTOBIOGRAPHIES, DIARIES, JOURNALS, MANUSCRITPTS, OR SHORT SKETCHES IN VOLUMES OF COLLECTED BIBLIOGRAPHY. ENTRIES CONTAIN BRIEF ANNOTATIONS, REFERENCES TO THE LIBRARIES IN WHICH THE BOOKS MAY BE FOUND, AND CITATIONS REFERRING THE READER TO A SUBJECT ENTRY IN THE PROFESSIONAL AND OCCUPATIONAL INDEX AT THE END OF THE DOCUMENT. (DL)

**ED 016 666** TE 000 281
UNIVERSAL ISSUES OF HUMAN LIFE, A PENNSYLVANIA HUMANITIES REPORT.
PENNSYLVANIA STATE DEPT. OF PUBLIC INSTRUCTION
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.96 22P.
DESCRIPTORS *CURRICULUM EVALUATION, *HUMANITIES, *HUMANITIES INSTRUCTION, COURSE CONTENT, COURSE ORGANIZATION, CURRICULUM GUIDES, ENGLISH INSTRUCTION, EXPERIMENTAL CURRICULUM, GRADING, LECTURE, PILOT PROJECTS, SECONDARY EDUCATION, STUDENT ATTITUDES, TEACHER BACKGROUND, TEACHING METHODS, TEAM TEACHING,
TO TEST THE EFFECTIVENESS OF A CURRICULUM GUIDE TO BE USED AS THE BASIS FOR HUMANITIES COURSES, THE PENNSYLVANIA HUMANITIES COMMISSION ENCOURAGED VOLUNTARY AND SELF-DIRECTIVE PILOT STUDIES IN 10 SCHOOLS DURING 1965-66. CLASSROOM SESSIONS WERE OBSERVED AND SCHOOL PRINCIPALS, HUMANITIES TEACHERS, AND SMALL GROUP OF PARTICIPATING STUDENTS WERE INTERVIEWED. IT WAS FOUND THAT THE HUMANITIES COURSE WAS REQUIRED IN TWO OF THE SCHOOLS AND OFFERED AS AN ELECTIVE IN THE REMAINING EIGHT, THAT IT WAS TAKEN MOST OFTEN BY SENIORS IN A COLLEGE-PREPARATION PROGRAM, THAT COURSES LASTED TWO SEMESTERS, AND THAT CLASSES MET TWO, THREE, OR FIVE TIMES A WEEK. TEACHERS GENERALLY HAD ENGLISH OR SOCIAL STUDIES BACKGROUNDS AND MOST HAD ATTENED A WORKSHOP IN THE TEACHING OF THE HUMANITIES. ALL BUT ONE OF THE PROGRAMS OFFERED SOME TYPE OF TEAM-TEACHING APPROACH. GRADES WERE MOST OFTEN BASED ON RESEARCH PAPERS AND ORAL PRESENTATIONS. STUDENTS GENERALLY RATED THE HUMANITIES COURSE AS AMONG THE BEST OF THE COURSES THEY HAD TAKEN,

THOUGH THEY WANTED FEWER TEACHER LECTURES AND MORE GUEST LECTURES, STUDENT PARTICIPATION, AND FIELD TRIPS. (INCLUDED IN THIS REPORT ARE CASE STUDIES OF EIGHT OF THE 10 SCHOOLS WHICH PARTICPATED IN THE HUMANITIES PILOT STUDY.) (DL)

**ED 016 667** TE 000 283
*MARSH, MARILYN*
**THE "NEW" GRAMMAR, A SHORT INTRODUCTION FOR SCHOOL ADMINISTRATORS.**
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.60 38P.**
DESCRIPTORS *APPLIED LINGUISTICS, *ENGLISH INSTRUCTION, *GRAMMAR, *LINGUISTICS, ADMINISTRATIVE PERSONNEL, DESCRIPTIVE LINGUISTICS, ELEMENTARY EDUCATION, LANGUAGE INSTRUCTION, LANGUAGE RESEARCH, LANGUAGE USAGE, LINGUISTIC THEORY, NEW GRAMMAR, SECONDARY EDUCATION,
ANY GRAMMAR IS THE SYSTEM OF LANGUAGE STRUCTURES USED BY A GROUP OF PEOPLE TO CONVEY MEANING. THE "NEW" ENGLISH GRAMMAR IS AN OBJECTIVE DESCRIPTION OF THE STRUCTURES OF OUR LANGUAGE SYSTEM. THE DESCRIPTION IS OBTAINED BY THE STUDY OF THE CHARACTERISTIC SOUNDS, WORD GROUPS, AND WORD FORMS OF SPEECH. THE "NEW" GRAMMAR IS PART OF THE DISCIPLINE OF LINGUISTICS WHICH HAS ESTABLISHED THAT THE ENGLISH LANGUAGE SYSTEM GAINS MEANING VIA FOUR SIGNALLING DEVICES--(1) INTONATION, (2) WORD POSITION, (3) WORD FORM, AND (4) WORD FUNCTION. THESE DEVICES DETERMINE GRAMMATICAL RATHER THAN LEXICAL MEANING, ENABLING PEOPLE TO MANIPULATE ENGLISH GRAMMAR UNCONSCIOUSLY. RECOGNIZING CHANGE AS AN INHERENT QUALITY OF LANGUAGE, LINGUISTICS DISTINGUISHES USAGE FROM GRAMMAR. INSTEAD OF PRESCRIBING USAGE, MODERN GRAMMAR DESCRIBES IT, EMPHASIZING THE DESIRABILITY OF THE STANDARD DIALECT, NOT AS THE ONLY FORM OF ENGLISH, BUT AS THE ONE WITH THE GREATEST PRESTIGE. FOR INSTRUCTORS, "NEW" GRAMMAR REQUIRES INCREASED KNOWLEDGE AND PREPARATION. FOR ADMINISTRATORS, IT PRESENTS THE TASK OF INTERPRETING CHANGE TO SCHOOL FACULTIES, TO PARENTS, AND TO STUDENTS. FROM THE LINGUISTIC VIEWPOINT, HOWEVER, THE BENEFITS OUTWEIGH THE DIFFICULTIES. (AUTHOR/MM)

**ED 016 668** TE 000 284
**"THE FIVE-COLLEGE PROJECT" IN NEW YORK STATE, AN INTERIM REPORT ON THE FIVE-COLLEGE PROJECT FOR INNOVATION IN TEACHER EDUCATION.**
STATE UNIV. OF N.Y., ALBANY
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE APR 67
**EDRS PRICE MF-$0.75 HC-$6.24 154P.**
DESCRIPTORS *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *PROGRAM IMPROVEMENT, *TEACHER CERTIFICATION, *TEACHER EDUCATION, EXPERIMENTAL PROGRAMS, HISTORY, MATHEMATICS, PROGRAM DESIGN, SECONDARY SCHOOL TEACHERS, SOCIAL STUDIES, TEACHER EDUCATION CURRICULUM, TEACHER QUALIFICATIONS, TEACHING PROCEDURES,
FIVE COLLEGES AND UNIVERSITIES IN NEW YORK STATE REPORT THEIR PROGRESS IN DEVELOPING NEW APPROACHES TO THE EDUCATION AND CERTIFICATION OF TEACHERS, WITHOUT REGARD TO EXISTING REQUIREMENTS OR REGULATIONS. THE REPORTS ARE CONCERNED MAINLY WITH THE PREPARATION OF SECONDARY TEACHERS OF ENGLISH, BUT EXPERIMENTAL PROGRAMS FOR TEACHERS OF HISTORY, MATHEMATICS, AND SOCIAL STUDIES ARE ALSO DISCUSSED. PARTICIPANTS IN THIS 3-YEAR JOINT EXPERIMENT ARE BROOKLYN COLLEGE, COLGATE UNIVERSITY, CORNELL UNIVERSITY, THE STATE UNIVERSITY COLLEGE AT FREDONIA, AND VASSAR COLLEGE. SEE ALSO TE 000 285 FOR A DESCRIPTION OF THE PROGRAM AT THE STATE UNIVERSITY COLLEGE AT FREDONIA. (DL)

**ED 016 669** TE 000 285
*WILSON, STUART*
**AN EXPERIMENTAL PROGRAM FOR THE EDUCATION OF ENGLISH TEACHERS.**
PUB DATE MAR 68
**EDRS PRICE MF-$0.25 HC-$0.40 8P.**
DESCRIPTORS *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *EXPERIMENTAL PROGRAMS, *TEACHER CERTIFICATION, *TEACHER EDUCATION, FIVE COLLEGE PROJECT, NEW YORK STATE, PROGRAM DESIGN, PROGRAM IMPROVEMENT, SECONDARY SCHOOL TEACHERS, SEQUENTIAL PROGRAMS, STATE UNIVERSITY COLLEGE AT FREDONIA, STUDENT SEMINARS, STUDENT TEACHING, SUMMER PROGRAMS, TEACHER EDUCATION CURRICULUM, TEACHING ASSISTANTS,
AS PART OF THE FIVE COLLEGE PROJECT ON TEACHER EDUCATION, SPONSORED BY THE NEW YORK STATE EDUCATION DEPARTMENT AND THE DANFORTH FOUNDATION, THE ENTIRE FACULTY OF THE STATE UNIVERSITY COLLEGE OF NEW YORK AT FREDONIA HAS COMPLETED DEVELOPMENT OF AN EXPERIMENTAL PROGRAM FOR THE PREPARATION OF SECONDARY ENGLISH TEACHERS. TESTING OF THE PROGRAM HAS BEGUN. ALTHOUGH THE STUDENT WILL BE REQUIRED TO TAKE A SEQUENCE OF COURSES IN GREEK, ROMAN, ENGLISH, AND AMERICAN LITERATURE, THE HISTORY OF LANGUAGE, AND ADVANCED COMPOSITION, THE PROGRAM DIFFERS MOST RADICALLY FROM TRADITIONAL TRAINING IN THE DEVELOPMENT OF AN "INDUCTION PERIOD." IN THE SUMMER BETWEEN A STUDENT'S JUNIOR AND SENIOR YEARS HE WILL ASSIST A SECONDARY SCHOOL ENGLISH TEACHER FOR A PERIOD OF 6 WEEKS AND ATTEND WEEKLY CONFERENCES WITH THE COOPERATING TEACHER AND A PROFESSOR OF ENGLISH. DURING THE FOLLOWING SEMESTER, THE STUDENT WILL PRACTICE TEACH AT A NEARBY SCHOOL DURING THE MORNING AND RETURN TO THE COLLEGE CAMPUS TWO AFTERNOONS A WEEK FOR A SEMINAR ON THE METHODOLOGICAL AND PHILOSOPHICAL ASPECTS OF TEACHING ENGLISH, INCLUDING THE DISCUSSION OF PROBLEMS ARISING FROM PRACTICE TEACHING. IN HIS FINAL SEMESTER, THE STUDENT WILL PARTICIPATE IN A SENIOR SEMINAR DESIGNED TO HELP HIM SYNTHESIZE HIS KNOWLEDGE OF LANGUAGE, LITERATURE, AND COMPOSITION AND TO REFINE HIS SKILLS IN LITERARY CRITICISM. WHEN THE STUDENT HAS COMPLETED THE 4-YEAR PROGRAM, THE COLLEGE FACULTY, RATHER THAN A STATE AGENCY, WILL MAKE THE FINAL DECISION ON HIS ELIGIBILITY FOR A PROVISIONAL TEACHING CERTIFICATE. (THIS ARTICLE APPEARED IN "COLLEGE ENGLISH," VOL. 29, NO. 6, MARCH 1968.) SEE ALSO TE 000 284. (DL)

**ED 016 670** TE 000 289
*SEPULVEDA, BETTY R.*
**SETTING THE ENVIRONMENT FOR LEARNING.**
PUB DATE DEC 67
**EDRS PRICE MF-$0.25 HC-$0.64 14P.**
DESCRIPTORS *CULTURALLY DISADVANTAGED, *EDUCATIONAL ENVIRONMENT, *ELEMENTARY EDUCATION, *ELEMENTARY SCHOOL STUDENTS, *ENGLISH INSTRUCTION, CLASSROOM GAMES, DIAGNOSTIC TEACHING, DIAGNOSTIC TESTS, EDUCATIONAL GAMES, SEQUENTIAL PROGRAMS, SLOW LEARNERS, SOCIAL DIALECTS, STUDENT ALIENATION, URBAN ENVIRONMENT,
A NUMBER OF STEPS MUST BE TAKEN BY THE TEACHER OF CULTURALLY DEPRIVED ELEMENTARY STUDENTS TO PROVIDE THEM WITH AN OPTIMAL LEARNING ENVIRONMENT SO THAT THEIR INTELLECTUAL RETARDATION CAN BE CORRECTED AND REVERSED. BECAUSE MUCH OF THE ALIENATION THAT THE DISADVANTAGED STUDENT FEELS IS THE RESULT OF A CURRICULUM WHICH STRESSES FUTURE GOALS AND DWELLS ON WHAT THE STUDENT THINKS IS USELESS INFORMATION, ONE'S METHOD OF TEACHING MUST PROVIDE THE STUDENT WITH A SENSE OF IMMEDIATE UTILITY AND REWARD. TIMID AND CAUTIOUS STUDENTS WHO ARE FREQUENTLY CLASSED AS SLOW LEARNERS MAY BE AS INTELLIGENT AS ARTICULATE STUDENTS, BUT MAY NEED REASSURANCE AND A FREE ATMOSPHERE WHICH ALLOWS FOR LEARNING BY DOING. THE TEACHER MUST ALSO BE AWARE THAT A STUDENT'S READINESS FOR EACH UNIT OF MATERIAL IS OF PRIME IMPORTANCE, AND THUS THE CURRICULUM MUST BE CAREFULLY STRUCTURED TO EXPAND SEQUENTIALLY. DIFFICULTIES WITH LANGUAGE CAN BE OVERCOME BY ALLOWING STUDENTS TO USE THEIR SUBSTANDARD DIALECTS WITHOUT FEAR OF INTIMIDATION BY THE TEACHER, WHILE THEIR KNOWLEDGE OF AND COMPETENCE WITH STANDARD ENGLISH IS INCREASED THROUGH SUCH ACTIVITIES AS CHORAL READING AND WORD GAMES. FINALLY, PROGRAMS FOR DISADVANTAGED STUDENTS MUST BE DIAGNOSTIC IN NATURE AND IMPLEMENTATION, AND BASED ON AN ACCURATE APPRAISAL OF THE CHILD'S POTENTIALITIES AND WEAKNESSES. (THIS ARTICLE APPEARS IN "STATEMENT--THE JOURNAL OF THE COLORADO LANGUAGE ARTS SOCIETY," VOL. 3, NO. 1, DECEMBER 1967.) (DL)

**ED 016 671** TE 000 291
*BAKER, ORVILLE*
**REPORT ON TEACHER LOAD IN ENGLISH IN ILLINOIS HIGH SCHOOLS.**
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA
PUB DATE FEB 68
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**
DESCRIPTORS *ENGLISH INSTRUCTION, *HIGH SCHOOLS, *TEACHING LOAD, AFTER SCHOOL ACTIVITIES, COCURRICULAR ACTIVITIES, ILLINOIS, PAROCHIAL SCHOOLS, PUBLIC SCHOOLS, SCHOOL SURVEYS, STATE SURVEYS,

IN APRIL 1967, THE ILLINOIS ASSOCIATION OF TEACHERS OF ENGLISH COMMITTEE ON TEACHER LOAD SENT OUT 870 QUESTIONNAIRES TO PUBLIC AND PAROCHIAL HIGH SCHOOLS IN ILLINOIS TO ASCERTAIN WHICH SCHOOLS DESERVE AN HONOR RATING FOR CONFORMING TO THE NCTE RECOMMENDATION OF A FOUR-COURSE LOAD AND A MAXIMUM OF 100 STUDENTS PER ENGLISH TEACHER. AN ANALYSIS OF THE REPLIES SHOWED THAT THERE WERE--(A) 148 SCHOOLS WITH A LIGHT LOAD OF FOUR COURSES, (B) 304 SCHOOLS WITH AN AVERAGE LOAD OF FIVE COURSES, (C) 39 SCHOOLS WITH A HEAVY LOAD OF SIX OR MORE COURSES, AND (D) 379 SCHOOLS WITH NO RESPONSE (FROM WHICH IT WAS INFERRED THAT THESE WERE SCHOOLS WITH A HEAVY LOAD). THE CONCLUSIONS INDICATED THAT THE STUDY PROCEDURE WAS NOT ACCURATE ENOUGH TO JUSTIFY ANY SIMPLE CLASSIFICATIONS AND THAT THE CHICAGO SUBURBAN SCHOOLS DID NOT FALL GENERALLY INTO THE "LIGHT-LOAD" BRACKET, DESPITE THEIR LARGE TAX BASE, COMMUNITY INCOME, AND BONDING POWER. IT IS HOPED THAT THE APPENDED LIST OF HONOR SCHOOLS MAY PROVE VALUABLE TO TEACHERS SEEKING BETTER WORKING CONDITIONS AND TO COLLEGE SENIORS LOOKING FOR GOOD SCHOOLS FOR THEIR FIRST PROFESSIONAL EMPLOYMENT. (THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," FEBRUARY 1968.) (MM)

**ED 016 672** **TE 000 292**
**THE WORKLOAD OF THE ELEMENTARY SCHOOL TEACHER.**
NATIONAL COUNCIL OF TEACHERS OF ENG.,CHAMPAIGN,ILL
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA
PUB DATE FEB 68
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**
DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *ELEMENTARY SCHOOLS, *ENGLISH INSTRUCTION, *GUIDELINES, *TEACHING LOAD, CLASS SIZE, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL LIBRARIES, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL MATERIALS CENTERS, LANGUAGE ARTS, NCTE, NONINSTRUCTIONAL RESPONSIBILITY,
THE NCTE COMMITTEE ON WORKLOAD OF THE ELEMENTARY TEACHER BELIEVES THAT EFFECTIVE INSTRUCTION IN ENGLISH DEPENDS UPON THE EFFORTS OF THE ELEMENTARY TEACHER, BUT THAT THESE EFFORTS ARE OFTEN VITIATED BY CONDITIONS BEYOND THE TEACHER'S IMMEDIATE CONTROL. PRIMARY AMONG THESE CONDITIONS ARE CLASS SIZE, AVAILABILITY OF PLANNING TIME, NONINSTRUCTIONAL RESPONSIBILITIES, ACCESS TO INSTRUCTIONAL MATERIALS, AND OPPORTUNITY FOR CONTINUING PROFESSIONAL GROWTH. THEREFORE, IN THE INTEREST OF BETTER TEACHING OF ENGLISH IN THE ELEMENTARY SCHOOLS, THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH RECOMMENDS A RATIO OF 25 PUPILS PER TEACHER, PROVISIONS FOR DAILY PLANNING TIME, CLERKS TO AID TEACHERS, A LIBRARY AND AN INSTRUCTIONAL MATERIALS CENTER, AND THE CONSIDERATION OF INSERVICE TRAINING AS PART OF THE TEACHER'S WORKLOAD. (THIS ARTICLE APPEARED IN THE "ILLINOIS ENGLISH BULLETIN," FEBRUARY 1968.) (DL)

**ED 016 673** **24** **TE 000 307**
*MCNEIL, ELTON B.* *FADER, DANIEL N.*
**ENGLISH IN EVERY CLASSROOM. FINAL REPORT.**
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS
REPORT NUMBER ORA-07215
REPORT NUMBER BR-5-1116
PUB DATE 31 NOV 67
CONTRACT OEC-5-10-290
**EDRS PRICE MF-$1.00 HC-$10.52 261P.**
DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *MOTIVATION TECHNIQUES, *READING SKILLS, *WRITING SKILLS, AVERAGE STUDENTS, BOOKLISTS, INSTRUCTIONAL MATERIALS, INTERDISCIPLINARY APPROACH, LOW MOTIVATION, STUDENT INTERESTS, STUDENT MOTIVATION, STUDENT NEEDS, STUDY GUIDES, TEACHING METHODS, TESTING,
THE "ENGLISH IN EVERY CLASSROOM" PROGRAM IS PRIMARILY CONCERNED WITH MOTIVATING "GENERAL" STUDENTS, FROM KINDERGARTEN THROUGH JUNIOR COLLEGE, TO FEEL THE PLEASURES OF AND NECESSITY FOR READING AND WRITING. TO REINFORCE THEIR LITERACY, STUDENTS ARE SATURATED WITH APPROPRIATE, ATTRACTIVE PAPERBACK BOOKS, NEWSPAPERS, AND MAGAZINES. WRITING ASSIGNMENTS, COORDINATED BY ENGLISH TEACHERS THROUGHOUT ALL SCHOOL COURSES, REQUIRE NUMEROUS BRIEF PAPERS AND PRIVATE JOURNAL ENTRIES, JUDGED WEEKLY ON THE SOLE BASIS OF QUANTITY. AN EXPERIMENTAL GROUP PARTICIPATING IN THIS PROGRAM WAS TESTED AND COMPARED WITH A CONTROL GROUP AT THE BEGINNING AND CONCLUSION OF THE SCHOOL YEAR FOR INTELLECTUAL PERFORMANCE, TEACHERS' PERCEPTIONS OF STUDENTS ATTITUDES, PERSONALITY, AND PERFORMANCE, AND STUDENTS' ATTITUDES TOWARD SCHOOL, LITERACY, AND THEMSELVES. FINDINGS CONFIRMED THAT THE PROGRAM PRODUCED SIGNIFICANT IMPROVEMENT IN VERBAL PROFICIENCY AND LESSENED EDUCATIONAL ANXIETIES IN THE EXPERIMENTAL GROUP. (APPENDICES INCLUDE--(1) DIAGNOSTIC TESTS USED IN THE EXPERIMENT AND TABLES COMPARING THE EXPERIMENTAL AND CONTROL GROUPS' PERFORMANCES AND ATTITUDES, (2) DETAILED STUDY GUIDES ON "WEST SIDE STORY" AND "THE DIARY OF ANNE FRANK," CONTAINING INTRODUCTORY MATERIALS, SAMPLE DAILY LESSON PLANS, DISCUSSION QUESTIONS, TESTS, ENRICHMENT ACTIVITIES, AND READING LISTS, AND (3) A LIST OF 1000 "LESS-THAN-A-DOLLAR" PAPERBACK BOOKS.) SEE ED 010 424 FOR A RELATED REPORT. (JB)

**ED 016 674** **24** **TE 000 315**
*RIDER, DANIEL* *RUSK, ELIZABETH H.*
**PREPARING ENGLISH TEACHERS FOR THE SECONDARY SCHOOL. UNIFIED ACADEMIC AND PROFESSIONAL EXPERIENCES IN LANGUAGE AND WRITING FOR THE PREPARATION OF SECONDARY SCHOOL TEACHERS OF ENGLISH. FINAL REPORT.**
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER ER-41
REPORT NUMBER BR-5-0804
PUB DATE AUG 67
**EDRS PRICE MF-$0.75 HC-$6.68 165P.**
DESCRIPTORS *COMPOSITION (LITERARY), *ENGLISH EDUCATION, *ENGLISH INSTRUCTION, *TEACHER EDUCATION, AFFILIATED SCHOOLS, COLLEGE HIGH SCHOOL COOPERATION, COOPERATING TEACHERS, EDUCATIONAL RESEARCH, LINGUISTICS, METHODS COURSES, SECONDARY SCHOOLS, STUDENT TEACHING, TEACHING METHODS,
ONE HUNDRED PROSPECTIVE HIGH SCHOOL TEACHERS PARTICIPATED IN A MICHIGAN STATE UNIVERSITY EXPERIMENT TO TEST A METHOD OF INCREASING THE EFFECTIVENESS OF TEACHER PREPARATION IN COMPOSITION INSTRUCTION. TWO CONTROL GROUPS COMPLETED THE CUSTOMARY PROGRAM OF FRESHMAN ENGLISH, MODERN ENGLISH GRAMMAR, AND METHODS OF TEACHING LITERATURE AND COMPOSITION. TWO EXPERIMENTAL GROUPS TOOK FRESHMAN ENGLISH, METHODS OF TEACHING LITERATURE, AND A NEW TWO-TERM UNIFIED PROGRAM OF LINGUISTICS, THE WRITING PROCESS, METHODOLOGY, AND PSYCHOLOGY. STUDENT TEACHERS WHO TOOK THE UNIFIED COURSE WERE RATED HIGHER AS TEACHERS BY SUPERVISING TEACHERS, PUPILS, AND IN SELF-EVALUATIONS THAN THOSE WHO DID NOT, ALTHOUGH DIFFERENCES BETWEEN THE TWO GROUPS WERE NOT STATISTICALLY SIGNIFICANT. SELF-EVALUATIONS OF THE EXPERIMENTAL GROUPS INDICATED GREATER CONFIDENCE IN METHODS OF TEACHING AND EVALUATING ADOLESCENTS' WRITING, BUT A LACK OF CONFIDENCE IN THEIR ABILITY TO USE LANGUAGE AND LINGUISTIC CONCEPTS IN TEACHING WRITING. EIGHTY-FIVE PERCENT OF THE EXPERMENTAL GROUPS LISTED THE UNIFIED COURSE AS AMONG THE MOST HELPFUL THEY HAD TAKEN, WHEREAS 53 PERCENT IN THE CONTROL GROUPS LISTED THE CUSTOMARY METHODS COURSE IN THAT CATEGORY. THE STUDY WAS LIMITED MOST BY THE OMISSION OF ACHIEVEMENT TESTING OF THE STUDENT TEACHERS' PUPILS AND BY THE PROBABLE INADEQUACY OF EVALUATION INSTRUMENTS TO MEASURE STUDENT TEACHERS' UNDERSTANDING OF LINGUISTIC PRINCIPLES AND CONCEPTS. (RD)

**ED 016 675** **TE 499 998**
**SOCIAL STUDIES, GRADE 9, WORLD STUDIES--EASTERN CIVILIZATIONS, REGIONAL STUDIES. COURSE OF STUDY AND RELATED LEARNING ACTIVITIES.**
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER CURR-BULL-1967-68-SER-NO-2F
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *CURRICULUM GUIDES, *GRADE 9, *SOCIAL STUDIES, *SOCIAL STUDIES UNITS, AFRICAN CULTURE, ART, ASIAN HISTORY, CHINESE CULTURE, CULTURAL DIFFERENCES, CULTURAL INTERRELATIONSHIPS, ECONOMICS, ETHNIC GROUPS, FOREIGN CULTURE, GEOGRAPHY, LOCATIONAL SKILLS (SOCIAL STUDIES), MODERN HISTORY, POLITICAL SCIENCE, SCIENCES, WORLD AFFAIRS,
THIS NINTH-GRADE GUIDE FOR THE SOCIAL STUDIES CURRICULUM IN NEW YORK CITY PUBLIC SCHOOLS PROVIDES A STUDY OF CONTEMPORARY WORLD CULTURES. SEVEN MAJOR REGIONS ARE COVERED--THE SOVIET UNION, THE PEOPLE'S REPUBLIC OF CHINA, SOUTHEAST ASIA, JAPAN, INDIA, THE MIDDLE EAST, AND SUB-SAHARAN AFRICA. LEARNING ACTIVITIES ARE AIMED AT DEVELOPING SKILLS IN USING MAPS AND GLOBES, IN

LOCATING AND GATHERING INFORMATION, IN ANALYZING AND EVALUATING INFORMATION, IN IMPROVING INTERPERSONAL RELATIONSHIPS, AND IN REACHING CONSTRUCTIVE COMPROMISES. FOR EACH OF THE REGIONS STUDIED, THE GUIDE CONTAINS LISTINGS OF POINTS TO BE STRESSED AND CONCEPTS TO BE DEVELOPED, LESSON PLANS, READINGS FOR STUDENTS OF VARYING ABILITIES, MAPS AND CHARTS, PICTORIAL ILLUSTRATIONS, QUESTIONS FOR DISCUSSION, SUGGESTED LEARNING ACTIVITIES, AND LISTS OF BOOKS, AUDIO-VISUAL MATERIALS, AND OFFICIAL SOURCES OF INFORMATION. THIS PUBLICATION MAY BE PURCHASED FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, N.Y. 11201, $4.00. (MM)

**ED 016 676** **TE 499 999**
**SOCIAL STUDIES, GRADE 6, OUR WORLD--EARLY CIVILIZATIONS. COURSE OF STUDY AND RELATED LEARNING ACTIVITIES.**
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
REPORT NUMBER CURR-BULL-1967-68-SER-NO-2D
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *CURRICULUM GUIDES, *GRADE 6, *SOCIAL STUDIES, *SOCIAL STUDIES UNITS, *WORLD HISTORY, AFRICAN CULTURE, AMERICAN HISTORY, ANTHROPOLOGY, ARCHAEOLOGY, ASIAN HISTORY, CHINESE CULTURE, ECONOMICS, EUROPEAN HISTORY, GEOGRAPHY, GEOLOGY, GREEK CIVILIZATION, LOCATIONAL SKILLS (SOCIAL STUDIES), POLITICAL SCIENCE, TIME PERSPECTIVE,

THIS SIXTH-GRADE GUIDE FOR THE SOCIAL STUDIES CURRICULUM IN NEW YORK CITY PUBLIC SCHOOLS DELINEATES AIMS, CONTENT, AND SCOPE OF INSTRUCTION. THE FIRST PART OF THE GUIDE FOCUSES ON MAJOR CONTRIBUTIONS OF THE ANCIENT MIDDLE EAST, GREECE, ROME, AND MEDIEVAL AND RENAISSANCE EUROPE TO WESTERN CIVILIZATION AND PARTICULARLY TO OUR AMERICAN WAY OF LIFE. THE REMAINING PORTION PROVIDES A PERSPECTIVE FOR WESTERN HISTORY BY SHOWING HOW CIVILIZATION DEVELOPED IN VARIOUS PARTS OF THE NON-WESTERN WORLD. THE THEMES SELECTED TO ILLUSTRATE THESE CONCEPTS ARE--(1) HOW WE LEARN ABOUT THE PAST, (2) HOW MODERN MAN DEVELOPED, (3) HOW WESTERN CIVILIZATION DEVELOPED, AND (4) HOW CIVILIZATION DEVELOPED IN INDIA, IN CHINA, IN PRE-COLUMBIAN AMERICA, AND IN AFRICA. LEARNING ACTIVITIES ARE ORGANIZED AROUND THESE THEMES AND REFLECT A VARIETY OF TEACHING TECHNIQUES. INCLUDED ARE SPECIFIC TEACHING SUGGESTIONS, READINGS FOR STUDENTS OF VARYING ABILITIES, QUESTIONS FOR DISCUSSION, PICTORIAL ILLUSTRATIONS, AND LISTS OF BOOKS AND AUDIO-VISUAL MATERIALS. THIS PUBLICATION MAY BE PURCHASED FROM THE BOARD OF EDUCATION OF THE CITY OF NEW YORK, PUBLICATIONS SALES OFFICE, 110 LIVINGSTON ST., BROOKLYN, N.Y. 11201, $5.00. (MM)

**ED 016 677** **TE 500 031**
*KOLB, GWIN J.*
**ENDS AND MEANS--THE LITERATURE COURSE IN THE JUNIOR COLLEGE.**
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA
PUB DATE OCT 64
EDRS PRICE MF-$0.25 HC-$0.48 10P.
DESCRIPTORS *COURSE OBJECTIVES, *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *LITERARY DISCRIMINATION, *LITERATURE, COLLEGE STUDENTS, COURSE CONTENT, CRITICAL READING, ENGLISH PROGRAMS, HIGHER EDUCATION, LITERARY HISTORY, LITERATURE APPRECIATION, READING IMPROVEMENT, TEACHING METHODS,

THE INTRODUCTORY LITERATURE COURSE AT THE JUNIOR COLLEGE LEVEL CAN BE TAUGHT IN A MANNER COMPATIBLE WITH THE AIMS OF BOTH THE GENERAL EDUCATIONIST AND THE SPECIALIST. THE BASIC FUNCTION OF THE INTRODUCTORY COURSE IS TO INCREASE THE VARIETY, LEVEL, AND DURABILITY OF THE STUDENTS' READING PLEASURE. AS A MEANS TO THIS END THE COURSE ALSO SHOULD DEVELOP THE STUDENTS' CRITICAL ABILITIES AND HISTORICAL PERSPECTIVE. TO HELP THE STUDENT ACQUIRE SOME SENSE OF CONTINUITY AND CHANGE IN WESTERN LITERATURE, FOR EXAMPLE, A MOVEMENT FROM CONTEMPORARY LITERATURE BACKWARDS OR A DELIBERATE PAIRING OF NEW AND OLD BOOKS MIGHT BE A BETTER ARRANGEMENT THAN THE CONVENTIONAL ORGANIZATION. ANOTHER IMPORTANT FUNCTION OF THE INTRODUCTORY LITERATURE COURSE IS THE EXERCISE AND IMPROVEMENT OF THE STUDENTS' WRITING THROUGH THE WEEKLY OR AT LEAST REGULAR ESSAY. THIS SPEECH WAS PUBLISHED IN THE "ILLINOIS ENGLISH BULLETIN," VOLUME 52, NUMBER 1, OCTOBER 1964, PAGES 1-10. (BN)

**ED 016 678** **TE 500 038**
*UTLEY, FRANCIS LEE*
**COMMITTEES ON GRADUATE STUDENTS, AN ANSWER.**
COLLEGE ENGLISH ASSN. INC.
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$0.20 3P.
DESCRIPTORS *DOCTORAL PROGRAMS, *ENGLISH, *FACULTY ADVISORS, *GRADUATE STUDY, *STUDENT TEACHER RELATIONSHIP, ADMINISTRATIVE POLICY, ADVISORY COMMITTEES, EDUCATIONAL GUIDANCE, GRADUATE PROFESSORS, GRADUATE STUDENTS, OHIO STATE UNIVERSITY, TEACHER INFLUENCE, TEACHER RESPONSIBILITY,

THE ESSENTIAL RELATIONSHIP BETWEEN THE DOCTORAL CANDIDATE AND HIS ADVISOR SHOULD NOT BE DAMAGED BY MECHANICAL ROUTINES OF ORGANIZATION. HOWEVER, DESPITE ALLAN GILBERT'S CRITICISM ("CEA CRITIC," MAY 1967), THE PROSPECTUS AND THE READING COMMITTEE ARE NECESSARY, AND MAY, IN FACT, COUNTER ANY FLAWS IN THE PERSONAL RELATIONSHIP BETWEEN ADVISOR AND CANDIDATE. A GREATER THREAT TO THIS BASIC RELATIONSHIP IS THE MECHANIZED DEPARTMENTAL PRELIMINARY EXAM FOR THE DOCTORATE. AT OHIO STATE UNIVERSITY, THE "GENERALS" TAKE PLACE AFTER A CLOSE PERIOD OF MUTUAL STUDY BETWEEN ADVISOR AND STUDENT AND ARE NEITHER ROUTINE TESTS NOR METHODS OF EXCLUDING THE INCOMPETENT. THIS PROGRAM IS MORE MEANINGFUL THAN THE "SPEED UP" PROGRAM WHICH MAY PRODUCE MORE DEGREE HOLDERS AT A FASTER RATE. NEITHER THE NEED FOR MORE DEGREE HOLDERS, THE PROBLEMS OF INCREASING SIZE AND NUMBERS, NOR THE GENERATIONAL GAPS IN FACULTIES ARE AN EXCUSE FOR ABDICATING THE PROPER ADVISOR-STUDENT RELATIONSHIP. THIS ARTICLE APPEARED IN "THE CEA CRITIC," VOLUME 30, NUMBER 2, NOVEMBER 1967, PAGES 3, 8-9. (BN)

**ED 016 679** **TE 500 039**
*FOLLMAN, JOHN C. ANDERSON, JAMES A.*
**AN INVESTIGATION OF THE RELIABILITY OF FIVE PROCEDURES FOR GRADING ENGLISH THEMES.**
NATIONAL COUNCIL OF TEACHERS OF ENG., CHAMPAIGN, ILL
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.56 12P.
DESCRIPTORS *COMPARATIVE ANALYSIS, *COMPOSITION (LITERARY), *ENGLISH, *GRADING, *RATING SCALES, ACHIEVEMENT RATING, CALIFORNIA ESSAY SCALE, CLEVELAND COMPOSITION RATING SCALE, DIEDERICH RATING SCALE, EVALUATION TECHNIQUES, FOLLMAN ENGLISH MECHANICS GUIDE, GRADE EQUIVALENT SCALES, MEASUREMENT TECHNIQUES, STATISTICAL DATA, TEST INTERPRETATION, TEST RELIABILITY, TESTING PROBLEMS,

A STUDY OF FIVE DIFFERENT ESSAY EVALUATION PROCEDURES WAS CONDUCTED TO DETERMINE THE INTRARELIABILITY OF EACH AND TO USE THESE RELIABILITY SCORES AS A BASIS FOR COMPARING THE FIVE PROCEDURES. TEN THEMES WERE ASSIGNED TO FIVE RATING GROUPS, EACH USING A DIFFERENT EVALUATION PROCEDURE--(1) THE CALIFORNIA ESSAY SCALE, (2) THE CLEVELAND COMPOSITION RATING SCALE, (3) THE DIEDERICH RATING SCALE, (4) THE FOLLMAN ENGLISH MECHANICS GUIDE, AND (5) THE "EVERYMAN'S SCALE." THE RATERS WHO GRADED THE THEMES WERE CONSIDERED HOMOGENEOUS--ALL WERE UPPER DIVISION COLLEGE ENGLISH MAJORS WITH THE SAME COURSE IN ENGLISH METHODS. RESULTS INDICATE THAT (1) THE DIFFERENCES AMONG RATING GROUPS DID NOT CHANGE WITH THE SUBJECT MATTER OF THE ESSAYS, (2) THE ESSAYS RECEIVED SUBSTANTIALLY THE SAME SCORES FROM ALL FIVE RATING GROUPS, (3) THERE WERE HIGH INTERCORRELATIONS AMONG SYSTEMS, EXCEPT FOR THE DIEDERICH SCALE, AND (4) THE HIGHEST RELIABILITY SCORES WERE EVIDENCED BY THE ENGLISH MECHANICS SCALE, THE LOWEST BY THE CLEVELAND COMPOSITION RATING SCALE. THE HIGH RELIABILITY OBTAINED ACROSS DIFFERENT EVALUATION PROCEDURES MAY BE DUE TO THE HOMOGENEOUS NATURE OF THE RATERS RATHER THAN TO THE RATING SYSTEM. HYPOTHESES SUGGEST THAT A RATING SYSTEM WOULD HAVE ITS GREATEST EFFECT IN RAISING THE RELIABILITY OF GRADING WHEN USED BY A GROUP WITH HETEROGENEOUS TRAINING AND BACKGROUNDS, AND THAT RATERS OF HOMOGENEOUS TRAINING WILL BE EQUALLY CONSISTENT WITH OR WITHOUT A RATING SYSTEM. THIS ARTICLE APPEARED IN "RESEARCH IN THE TEACHING OF ENGLISH," VOLUME 1, NUMBER 2, FALL 1967, PAGES 190-200. (BN)

**ED 016 680** **TE 500 046**
*ARCHER, JEROME W. AND OTHERS*
**PROFESSIONAL CAREER OF THE COLLEGE ENGLISH TEACHER, PRESENT PRACTICES AND SOME DESIRABLE PRINCIPLES.**
NATIONAL COUNCIL OF TEACHERS OF ENG., CHAMPAIGN, ILL
PUB DATE MAR 62
EDRS PRICE MF-$0.25 HC-$0.96 22P.

DESCRIPTORS *COLLEGE TEACHERS, *ENGLISH, *FACULTY PROMOTION, *TEACHER SELECTION, *TEACHING CONDITIONS, ACADEMIC RANK (PROFESSIONAL), CAREER OPPORTUNITIES, ENGLISH INSTRUCTION, PROFESSIONAL RECOGNITION, PROFESSORS, TEACHER EMPLOYMENT, TEACHER EVALUATION, TEACHER PROMOTION, TEACHER QUALIFICATIONS, TEACHER SUPPLY AND DEMAND, TEACHING LOAD, TENURE,

THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH COMMITTEE ON SELECTION, RETENTION, AND ADVANCEMENT OF THE COLLEGE TEACHER OF ENGLISH STUDIED DATA SECURED FROM DEPARTMENTS OF ENGLISH IN 26 REPRESENTATIVE COLLEGES AND UNIVERSITIES RESPONDING TO A QUESTIONNAIRE. THE STUDY PROVIDES INFORMATION ON PROCEDURES OF SELECTION, THE NATURE OF THE POSITION, FUNCTION, AND QUALIFICATIONS OF THE TEACHER. HALF OF THE REPORT CONSISTS OF A DESCRIPTION OF PRESENT PRACTICES AND RECOMMENDED PRINCIPLES REGARDING RETENTION, TENURE, AND ADVANCEMENT. THE REPORT SUGGESTS THAT DESPITE THE WIDE VARIATION AMONG INSTITUTIONS IN SELECTION, RETENTION, AND ADVANCEMENT PRACTICES, THERE ARE PATTERNS OF UNIFORMITY WITHIN TYPES OF INSTITUTIONS AND IN SOME AREAS OF THE SUBJECT WITHIN ALL INSTITUTIONS. THUS, IN UNIVERSITIES STRESSING PUBLICATION AS A REQUIREMENT FOR ADVANCEMENT THE TEACHING LOAD IS LIKELY TO BE NINE HOURS. ALSO MOST INSTITUTIONS PLACE GREAT EMPHASIS UPON SUPERIOR TEACHING AS A REQUIREMENT FOR PROMOTION DESPITE THE ADMITTED DIFFICULTY OF OBJECTIVELY EVALUATING TEACHING ABILITY. THIS DOCUMENT IS AVAILABLE ALSO FOR $1.25 FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820. (BN)

**ED 016 681** **TE 500 053**

*ALLEN, ROBERT R.*

**TEACHING WRITING THROUGH STUDENTS' WRITING, A METHOD FOR INSTRUCTORS OF COMPOSITION.**

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.72 66P.

DESCRIPTORS *COMPOSITION (LITERARY), *COURSE DESCRIPTIONS, *RHETORIC, *TEACHING TECHNIQUES, *WRITING SKILLS, ASSIGNMENTS, COLLEGE FRESHMEN, COMPOSITION SKILLS (LITERARY), ENGLISH, ENGLISH CURRICULUM, ENGLISH INSTRUCTION, EXPERIMENTAL TEACHING, TEACHER ROLE, UNIVERSITY OF ILLINOIS, URBANA, WRITING EXERCISES,

AN OUTLINE IS PROVIDED FOR A TEXTLESS RHETORIC 101 COURSE TAUGHT AT THE UNIVERSITY OF ILLINOIS. BECAUSE THE IMMEDIATE OBJECTIVE IS TO PROMOTE THE STUDENTS' AWARENESS OF THEIR OWN WRITING, THE SEMESTER IS ORGANIZED AROUND WHAT THE STUDENTS WRITE, NOT WHAT THEY READ OR MODELS WHICH THEY OUGHT TO IMITATE. AN INTRODUCTION, A SET OF ASSIGNMENTS ON CULTURE, AND A TEACHER'S READING LIST ARE INCLUDED. THE MAJOR PORTION OF THE DOCUMENT, "NOTES ON TEACHING REPRESENTATIVE ASSIGNMENTS," CONSISTS OF SAMPLES OF THE STUDENTS' WRITINGS, THE TEACHER'S COMMENTS, SHEETS AND STRATAGEMS USED IN CLASS, AND AN ACCOUNT OF CLASS ACTIVITY. THE COURSE IS ARRANGED SO THAT THE STUDENTS BEGIN WRITING ON THE BROAD TOPIC, "CULTURE." THEN THEY WRITE ON SUCH SPECIFIC TOPICS AS TASTE, CUSTOM, AND CONVENTION. AT THE END OF THE SEMESTER THEY WRITE AGAIN ON THE ORIGINAL BROAD TOPIC. WITH THIS ARRANGEMENT OF ASSIGNMENTS, CLASS DISCUSSIONS AND WRITTEN EXERCISES CONVERGE ON A CENTRAL THEME AND PROVIDE A CHANCE FOR THE STUDENT TO HEAR CONTRASTING POINTS OF VIEW AND THEREBY REALIZE THE COMPLEXITY OF WHAT HE IS TRYING TO SAY. (BN)

**ED 016 682** **TE 500 056**

*SNEPP, DONALD*

**TEACHING CONDITIONS AND LOADS AT SAN FRANCISCO CITY COLLEGE.**

ASSOCIATION OF DEPARTMENTS OF ENGLISH, NEW YORK, NY

PUB DATE FEB 68

EDRS PRICE MF-$0.25 HC-$0.36 7P.

DESCRIPTORS *ENGLISH CURRICULUM, *HIGHER EDUCATION, *JUNIOR COLLEGES, *TEACHING CONDITIONS, *TEACHING LOAD, ADMINISTRATOR RESPONSIBILITY, CALIFORNIA, CITY COLLEGE OF SAN FRANCISCO, COLLEGE ENTRANCE EXAMINATIONS, COLLEGE FRESHMEN, COLLEGE TEACHERS, ENGLISH INSTRUCTION, ENGLISH PROGRAMS, ENROLLMENT TRENDS, FACULTY RECRUITMENT, TEACHER SALARIES,

THE ATTEMPT TO FULFILL OBLIGATIONS TO AN INCREASING NUMBER OF STUDENTS IS A PRIMARY FRUSTRATION OF MANY ENGLISH DEPARTMENT CHAIRMEN IN TWO-YEAR COLLEGES IN CALIFORNIA. A BRIEF HISTORY OF THE SIZE AND GROWTH OF THE TWO-YEAR COLLEGE IN CALIFORNIA IS FOLLOWED BY A DISCUSSION OF THE CONDITIONS AT CITY COLLEGE OF SAN FRANCISCO. THE NATURE OF THE ENROLLMENT, THE WAY IN WHICH ENTERING STUDENTS ARE CLASSIFIED, AS WELL AS THE GENERAL AIMS, CURRICULUM, AND STAFF OF THE ENGLISH DEPARTMENT AT CITY COLLEGE ARE DISCUSSED BRIEFLY. SPECIFIC DATA AND EXAMPLES ARE ALSO GIVEN FOR HIRING PROCEDURES, SALARY, AND TEACHING LOADS. THIS ARTICLE APPEARED IN THE "ADE BULLETIN," NUMBER 16, FEBRUARY 1968, PAGES 13-19. (BN)

**ED 016 683** **TE 500 059**

*MARCKWARDT, ALBERT H.*

**FROM THE BASIC ISSUES CONFERENCE TO THE DARTMOUTH SEMINAR--PERSPECTIVES ON THE TEACHING OF ENGLISH.**

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

PUB DATE SEP 67

EDRS PRICE MF-$0.25 HC-$0.36 7P.

DESCRIPTORS *CONFERENCES, *EDUCATIONAL CHANGE, *ENGLISH, *ENGLISH INSTRUCTION, *ENGLISH PROGRAMS, ARTICULATION (PROGRAM), CHANGING ATTITUDES, CONFERENCE ON BASIC ISSUES IN THE TEACHING OF ENGLISH, COURSE CONTENT, CURRICULUM DEVELOPMENT, DARTMOUTH SEMINAR, EDUCATIONAL OBJECTIVES, EDUCATIONAL TRENDS, EFFECTIVE TEACHING, GOVERNMENT ROLE, HIGHER EDUCATION, INSTRUCTIONAL IMPROVEMENT, LINGUISTICS, TEACHER ROLE,

THE ASSUMPTIONS, PROCEDURES, AND IMPACT OF THE 1958 CONFERENCE ON BASIC ISSUES IN THE TEACHING OF ENGLISH AND THE DARTMOUTH SEMINAR OF 1966 ARE COMPARED. A SHORT HISTORY OF THE EARLIER CONFERENCE AND THE ISSUES RAISED THEN INDICATE THE WAYS IN WHICH IT WAS BOTH REPRESENTATIVE OF ITS TIMES AND PROPHETIC OF FUTURE PROBLEMS. THREE SHIFTS IN THE EDUCATIONAL SCENE--INFLUENCED BY JEROME BRUNER'S "THE PROCESS OF EDUCATION," THE INCREASING ROLE OF THE FEDERAL GOVERNMENT IN AMERICAN EDUCATION, AND A "REDISCOVERY" OF THE AMERICAN LOWER CLASS AND THE SHARP DIFFERENTIATION AMONG CLASS DIALECTS--PROVIDED A QUITE DIFFERENT SETTING TO THE DARTMOUTH SEMINAR. DESPITE MANY SIMILARITIES BETWEEN THE CONCERNS OF THE TWO CONFERENCES, THE INFLUENCE OF THESE THREE CHANGES IS REFLECTED IN SOME CONCLUSIONS OF THE DARTMOUTH SEMINAR. (1) WITH RESPECT TO LITERATURE, THE CONTENT-CENTERED APPROACH OF THE BASIC ISSUES CONFERENCE WAS REPLACED BY EMPHASES ON STUDENT EXPERIENCE AND INVOLVEMENT AND ON A CONCEPT OF ENGLISH AS AN OPERATIONAL DISCIPLINE. (2) THE IDEA OF IMPOSING A STATIC AND EXTERNAL CURRICULUM ON THE SCHOOLS SOLELY IN THE INTEREST OF CONTINUITY WAS REJECTED. (3) BECAUSE A SOUND, CONSCIOUS KNOWLEDGE OF THE ENGLISH LANGUAGE IS IMPORTANT, TEACHERS NEED TO BE RETRAINED AND THE CURRICULUM REVISED. THIS ARTICLE IS A REPRINT FROM "PMLA," VOLUME 82, NUMBER 4, SEPTEMBER 1967, PAGES 8-13. (BN)

**ED 016 684** **TE 500 060**

*JOOS, MARTIN*

**THE FIVE CLOCKS--A LINGUISTIC EXCURSION INTO THE FIVE STYLES OF ENGLISH USAGE.**

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *ENGLISH, *LANGUAGE STYLES, *LANGUAGE USAGE, *ORAL COMMUNICATION, *SOCIAL INFLUENCES, LANGUAGE INSTRUCTION, LANGUAGE PATTERNS, LANGUAGE ROLE, LINGUISTICS, SPEECH, SPEECH HABITS,

THIS STUDY OF LANGUAGE PRESENTS A SPECIFIC, SYSTEMATIC DESCRIPTION OF THE WAYS IN WHICH A SPEAKER ADJUSTS HIS MANNER OF SPEAKING ACCORDING TO THE CONTEXT IN WHICH HE EMPLOYS LANGUAGE. FOUR USAGE-SCALES OF "NATIVE CENTRAL ENGLISH" ARE INTRODUCED--AGE, BREADTH, RESPONSIBILITY, AND STYLE. A KNOWLEDGE OF THESE FOUR DIMENSIONS HOPEFULLY WILL OVERCOME THE NORMAL AMERICAN'S "ENGLISH USAGE GUILT-FEELINGS," AND HELP HIM REALIZE THAT DEPENDING ON DIFFERING NEEDS AND OCCASIONS THERE ARE AT LEAST FOUR ACCEPTABLE WAYS IN WHICH ENGLISH CAN BE USED. IN ORDER TO UNDERSTAND HOW PEOPLE CHOOSE FROM AMONG GRAMMATICALLY EQUIVALENT FORMS, STYLISTICS MUST BE TAKEN INTO CONSIDERATION. A STUDY OF FIVE STYLES--FROZEN, FORMAL, CONSULTATIVE, CASUAL, AND INTIMATE--CONSTITUTES THE GREATER PORTION OF THE BOOK. ALBERT H. MARCKWARDT PROVIDES AN INTRODUCTION. THIS BOOK IS AVAILABLE AS HARBINGER BOOK H 058 FOR $1.45 FROM HARCOURT, BRACE, AND WORLD, INC., 757 THIRD AVENUE, NEW YORK, N.Y. 10022. (BN)

**ED 016 685** **TE 500 063**

*SHUGRUE, MICHAEL F.*

**INFORMATION RETRIEVAL IN ENGLISH, A REPORT TO THE PACIFIC COAST REGIONAL CONFERENCE ON ENGLISH IN THE TWO-YEAR COLLEGE (SAN DIEGO, CALIFORNIA, MARCH 2, 1968).**

PUB DATE 2 MAR 68
EDRS PRICE MF-$0.25 HC-$0.48 10P.
DESCRIPTORS *COLLEGE TEACHERS, *ENGLISH, *HIGHER EDUCATION, *INFORMATION DISSEMINATION, *TEACHER IMPROVEMENT, BIBLIOGRAPHIES, CENTER FOR APPLIED LINGUISTICS, DOCTORAL PROGRAMS, EDUCATIONAL RESEARCH, EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC), ENGLISH CURRICULUM, ENGLISH INSTRUCTION, INFORMATION NEEDS, MODERN LANGUAGE ASSOCIATION, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, PROGRAM IMPROVEMENT, TEACHER ATTITUDES, TEACHER EDUCATION,

MISCONCEPTIONS CONCERNING THE ENGLISH PROFESSION, SPECIFICALLY THE PH.D. AND THE UNDERGRADUATE PROGRAMS, ARE ALREADY BEING EXPOSED BY DON CAMERON ALLEN'S STUDY, "THE PH.D. IN ENGLISH AND AMERICAN LITERATURE," AND BY PRELIMINARY FINDINGS FROM THOMAS WILCOX'S "NATIONAL STUDY OF UNDERGRADUATE ENGLISH PROGRAMS." THE AVAILABILITY OF STUDIES SUCH AS THESE AS WELL AS THE DEBATE WHICH THEY EVOKE CAN LEAD TO CHANGES. FOR EXAMPLE, THE EXCHANGE OF STATISTICAL INFORMATION AND VIGOROUS DEBATE ABOUT THE PH.D. WHICH TOOK PLACE IN 1966 AND 1967 ARE DIRECTLY RESPONSIBLE FOR MANY OF THE CHANGES ALREADY MADE AND BEING PLANNED. FOR THE TEACHER OR GRADUATE STUDENT WHO IS INTERESTED AND WANTS TO KEEP UP WITH BURGEONING AMOUNTS OF INFORMATION, THE ENGLISH PROFESSION HAS INITIATED TWO PROJECTS. FIRST, THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) CLEARINGHOUSE EVALUATES, PREPARES, AND DISSEMINATES INFORMATION ABOUT THE TEACHING OF ENGLISH AT ALL LEVELS, IDENTIFIES CRITICAL ISSUES AND GENERATES RESEARCH ON AND DISCUSSION OF THEM. SECOND, THE MODERN LANGUAGE ASSOCIATION, THE CENTER FOR APPLIED LINGUISTICS, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, WHICH COLLECT THE INFORMATION FOR ENGLISH ERIC, HAVE MADE PLANS TO PRODUCE CUMULATIVE, INTEGRATED, AND COMPUTERIZED BIBLIOGRAPHIES OF ENGLISH SCHOLARSHIP AND PEDAGOGY BEGINNING IN 1970. (BN)

**ED 016 686** **TE 500 066**
*BAKER, LYNNE*
PROBLEMS IN ENGLISH INSTRUCTION IN A JUNIOR COLLEGE.
ILLINOIS ASSN. OF TEACHERS OF ENGLISH, URBANA
PUB DATE OCT 64
EDRS PRICE MF-$0.25 HC-$0.28 5P.
DESCRIPTORS *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, *STUDENT ATTITUDES, *STUDENT MOTIVATION, CHICAGO, COMPOSITION (LITERARY), WILBUR WRIGHT JUNIOR COLLEGE,

BRIEF CHARACTER SKETCHES ARE GIVEN OF FIVE TYPES OF JUNIOR COLLEGE STUDENTS WHO DO NOT SEE THE VALUE OF ENGLISH COURSES AND THEREFORE ARE DIFFICULT TO TEACH. SUGGESTIONS FOR IMPROVING ENGLISH INSTRUCTION INCLUDE BETTER STUDENT MOTIVATION, ABILITY GROUPING, MORE EXPOSITORY WRITING, AND MORE INTENSIVE LITERATURE COURSES. THIS ARTICLE APPEARED IN "THE ILLINOIS ENGLISH BULLETIN," VOLUME 52, NUMBER 1, OCTOBER 1964, PAGES 11-15. (BN)

**ED 016 687** **UD 001 614**
*WOOTTON, RAY W.*
THE USE OF COMMUNITY RESOURCES IN THE PREVENTION AND CONTROL OF DELINQUENCY, PROCEEDINGS OF WORKSHOP (DECEMBER 5-6, 1960, LEWISTON, IDAHO, DECEMBER 8-9, 1960, POCATELLO, IDAHO).
IDAHO STATE DEPT. OF HEALTH, BOISE
NATIONAL INST. OF MENTAL HEALTH (DHEW), BETHESDA, MD
PUB DATE DEC 60
EDRS PRICE MF-$0.50 HC-$2.68 65P.
DESCRIPTORS *COMMUNITY RESOURCES, *DELINQUENCY PREVENTION, *WORKSHOPS, COURTS, DELINQUENCY, DELINQUENCY CAUSES, DELINQUENT BEHAVIOR, DELINQUENT REHABILITATION, PSYCHOTHERAPY, YOUTH PROGRAMS,

THIS CONFERENCE REPORT CONTAINS SUMMARIES OF SPEECHES AND DISCUSSIONS AT A WORKSHOP ON DELINQUENCY PREVENTION AND CONTROL. THE 2-DAY CONFERENCE WAS DESIGNED TO ACQUAINT SOCIAL WORKERS, MEDICAL PERSONNEL, JUDGES, GOVERNMENT ADMINISTRATORS, AND UNIVERSITY PERSONNEL WITH THE RESOURCES AVAILABLE FOR THE HANDLING AND CORRECTING OF JUVENILE DELINQUENCY. THERE WERE PRESENTATIONS ON (1) THE ROLE OF THE COURTS, (2) HUMAN BEHAVIOR AS IT RELATES TO JUVENILE DELINQUENCY, (3) THE YOUTH REHABILITATION PROGRAM IN IDAHO, (4) METHODS OF OBTAINING ASSISTANCE FROM COMMUNITY RESOURCES, (5) DEVELOPMENT OF MORE EFFECTIVE PREVENTIVE AND CORRECTIVE PROGRAMS THROUGH COORDINATION OF COMMUNITY RESOURCES, AND (6) TREATMENT OF THE JUVENILE OFFENDER. GROUP DISCUSSIONS FOLLOWED EACH PRESENTATION. (DK)

**ED 016 688** **UD 002 038**
*HANSEN, CARL F.*
MIRACLE OF SOCIAL ADJUSTMENT--DESEGREGATION IN THE WASHINGTON, D.C. SCHOOLS. FREEDOM PAMPHLET SERIES.
PUB DATE 57
EDRS PRICE MF-$0.50 HC-$2.92 71P.
DESCRIPTORS *CIVIL RIGHTS LEGISLATION, *DISADVANTAGED YOUTH, *SCHOOL COMMUNITY RELATIONSHIP, *SCHOOL IMPROVEMENT, *SCHOOL INTEGRATION, ACADEMIC ACHIEVEMENT, DISTRICT OF COLUMBIA, EDUCATIONAL OPPORTUNITIES, GROUPING (INSTRUCTIONAL PURPOSES), INSERVICE TEACHER EDUCATION, INTEGRATION PLANS, NEGRO STUDENTS,

THE BULK OF THIS PAMPHLET IS A RECOUNTING OF THE HISTORY OF THE DESEGREGATION OF THE WASHINGTON, D.C. PUBLIC SCHOOLS. MANY ANECDOTES ILLUSTRATE THE PROCESS OF COMMUNITY ADJUSTMENT. SPECIAL ATTENTION IS GIVEN TO DISCIPLINE, SOCIAL ACTIVITIES, ATHLETICS, AND INSERVICE TEACHER EDUCATION IN THE INTEGRATED SCHOOLS. THE MOST COMMON FEAR OF PARENTS WAS THAT INTEGRATION WOULD LOWER EDUCATIONAL STANDARDS FOR ALL CHILDREN. WHEN 1955 CITYWIDE ACHIEVEMENT TESTS WERE CONSIDERABLY BELOW NATIONAL STANDARDS, ORGANIZED COMMUNITY PARENTS DECIDED TO WORK ON THE PROBLEM BY DEMANDING BETTER FISCAL SUPPORT FOR MORE TEACHERS TO REDUCE CLASS SIZE AND TO SET UP SPECIAL CLASSES FOR THE RETARDED. AT THE TIME OF THE PUBLICATION OF THIS PAMPHLET, A BROAD SCHOOL IMPROVEMENT PROGRAM HAD BEEN DEVELOPED, AND ALREADY COMPLETED CURRICULUM REORGANIZATION HAD RESULTED IN INCREASED HOMOGENEOUS GROUPING AT ALL LEVELS. A SKILLS PROGRAM HAD BEEN RE-EMPHASIZED AND PROMOTIONAL PRACTICES HAD BEEN RE-EXAMINED. EMPHASIS ON SUBJECT MATTER STANDARDS HAD INCREASED. SPECIAL EDUCATION FOR THE ATYPICAL SLOW LEARNER AND THE EDUCATIONALLY AND EMOTIONALLY HANDICAPPED WAS BEING STRESSED, AND PLANS WERE BEING MADE TO REDUCE CLASS SIZE IN ELEMENTARY SCHOOLS AND TO INITIATE AN EXTENSIVE BUILDING PROGRAM. (AF)

**ED 016 689** **UD 003 622**
*LAPORTE, ROBERT AND OTHERS*
THE EVOLUTION OF PUBLIC EDUCATIONAL POLICY--SCHOOL DESEGREGATION IN A NORTHERN CITY.
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$0.96 22P.
DESCRIPTORS *COMMUNITY PROBLEMS, *DEFACTO SEGREGATION, *RACIAL BALANCE, *URBAN SCHOOLS, BOARD OF EDUCATION POLICY, BUS TRANSPORTATION, DEMONSTRATIONS (CIVIL), EDUCATIONAL POLICY, NEGROES, NORTHERN SCHOOLS, OPEN ENROLLMENT, REZONING, SCHOOL INTEGRATION, SCHOOL SUPERINTENDENTS, SLUM SCHOOLS, STUDENT DISTRIBUTION,

A MEDIUM-SIZED NORTHERN CITY WITH A NEGRO POPULATION OF ABOUT SEVEN PERCENT WAS EMBROILED IN A DISPUTE ABOUT DE FACTO SCHOOL SEGREGATION WHICH WAS PRECIPITATED BY BOUNDARY LINE REVISIONS FOR AN ELEMENTARY SCHOOL. IMPELLED BY THE PRESSURES OF CIVIL RIGHTS GROUPS, PLANS FOR RACIAL BALANCE HAD BEEN DEVELOPED AND IMPLEMENTED--OPEN ENROLLMENT, BUSING, AND REASSIGNMENTS. A NEWLY CREATED COMMUNITY EDUCATION COMMITTEE PLAYED AN IMPORTANT BUT AMBIGUOUS ROLE IN THE CONTROVERSY IN THAT SOME PEOPLE FELT ITS FUNCTION WAS ADVISORY WHILE OTHERS SAW THE COMMITTEE AS A NEGOTIATOR AND/OR MEDIATOR. THE MOST DIVISIVE ISSUE OF THE CONTROVERSY WAS THE PLANNED TRANSFER OF WHITE PUPILS TO NEGRO SCHOOLS, WHICH CAUSED MOST WHITE FAMILIES TO AVOID INTEGRATION BY USING THE OPEN ENROLLMENT POLICY. THUS OPEN ENROLLMENT CAN EITHER IMPEDE OR ENCOURAGE INTEGRATION, WHICH WILL NOT BE ACHIEVED IF WHITE YOUNGSTERS ARE SENT TO INADEQUATE NEGRO SLUM SCHOOLS. SUCH A POLICY IS "EDUCATIONALLY UNSOUND" AND "POLITICALLY UNTENABLE." CLOSING SLUM SCHOOLS AND ABSORBING NEGROES INTO BETTER WHITE MIDDLE-CLASS SCHOOLS IS THE BEST WAY TO ACHIEVE INTEGRATION. SUCH EXTERNAL FACTORS AS THE STATE EDUCATION COMMISSIONER'S ORDER TO BALANCE THE SCHOOLS AND THE EMERGING CIVIL RIGHTS REVOLUTION SEEMED TO HAVE BEEN IMPORTANT IN THE RESOLUTION OF THIS LOCAL CONFLICT. HOWEVER THE INVOLVEMENT AND PARTICIPATION OF MORE COMMUNITY ELEMENTS WOULD HAVE EASED THE SITUATION AND CREATED GREATER SUPPORT FOR INTEGRATION PLANS. (NH)

**ED 016 690** **UD 003 934**
*BRAM, JOSEPH*
THE LOWER STATUS PUERTO RICAN FAMILY. REVISED.

MOBILIZATION FOR YOUTH INC., NEW YORK, N.Y.
PUB DATE MAR 63
EDRS PRICE MF-$0.25 HC-$0.64 14P.
DESCRIPTORS *ECONOMIC DISADVANTAGEMENT, *FAMILY LIFE, *LOWER CLASS, *PUERTO RICAN CULTURE, *PUERTO RICANS, AGRICULTURAL LABORERS, CHILDREN, CULTURE CONFLICT, FAMILY STRUCTURE, MARRIAGE, MIGRATION, PARENTS, PUERTO RICO, SELF CONCEPT, SOCIAL CHANGE, SOCIAL DISCRIMINATION, SOCIAL STATUS, SOCIOCULTURAL PATTERNS, URBAN ENVIRONMENT,

THIS SOCIOLOGICAL ANALYSIS DESCRIBES THE LOWER-STATUS URBAN AND RURAL FAMILIES IN PUERTO RICO. THE "JIBAROS," THE RURAL POOR OF THE HIGHLANDS, ARE LANDLESS AGRICULTURAL WORKERS WHO ARE MORE ISOLATED, LESS LITERATE, AND LESS ACCULTURATED TO URBAN LIFE THAN OTHER PUERTO RICANS. THEY TEND TO BE IDEALIZED AS THE PROTOTYPES OF THE ISLAND FOLK CULTURE. THEIR FAMILY STRUCTURE IS CHARACTERISTICALLY MALE-DOMINATED AND AUTHORITARIAN. "JIBARO" WOMEN TEND TO COMPENSATE FOR THEIR INFERIOR POSITIONS THROUGH CLOSE ATTACHMENT TO THEIR OFFSPRING, ESPECIALLY TO THEIR SONS. THE COASTAL POOR, VERY SIMILAR TO THE "JIBAROS" OF THE HIGHLANDS, ARE LANDLESS LABORERS ON THE SUGAR CANE PLANTATIONS WHO ARE ENTIRELY DEPENDENT ON WAGES FOR THEIR SUBSISTENCE. MORE A UNIT OF CONSUMPTION THAN PRODUCTION, THE FAMILY OF A COASTAL SUGAR CANE WORKER USUALLY LIVES IN CROWDED HOUSING AND LACKS THE DIGNITY OF THE "JIBARO" FAMILY. THE URBAN POOR ARE MUCH MORE DIVERSIFIED AND LEAD A MORE MARGINAL EXISTENCE. AMONG ALL LOWER-STATUS PUERTO RICANS, CHILDREN ARE HIGHLY VALUED, WHETHER FROM CONSENSUAL OR LEGAL MARRIAGES, AND GODPARENTS PLAY A PARTICULARLY IMPORTANT ROLE IN THE FAMILY LIFE. HOWEVER, POPULATION DENSITY ON THE ISLAND IS REACHING CRITICAL PROPORTIONS AND THE COMMONWEALTH GOVERNMENT IS ENCOURAGING CONTRACEPTION, INDUSTRIALIZATION, AND EMIGRATION TO RELIEVE THE PRESSURE. BUT URBAN ENVIRONMENT ON THE U.S. MAINLAND CHANGES TRADITIONAL SOCIAL CONTROLS, SOCIABILITY PATTERNS, AND HOMEMAKING PRACTICES, AND FORCES NEW LIFE STYLES AND VALUES. THUS THE SOCIAL CHANGE OCCURRING ON THE ISLAND TRAPS THE PUERTO RICAN BETWEEN THE INSTABILITY OF LIFE THERE AND THE INSECURITY HE FEELS ON THE MAINLAND. (NH)

**ED 016 691** 95 **UD 003 993**
*SHEPARD, SAMUEL A., JR. HUNNICUTT, C.W.*
URBAN ELEMENTARY SCHOOL DESEGREGATION. SUMMARY REPORT, JULY 1965 - MAY 1966.
SYRACUSE UNIV., N.Y.
PUB DATE 66
CONTRACT OEC-5-37-039
EDRS PRICE MF-$0.50 HC-$4.52 111P.
DESCRIPTORS *ELEMENTARY SCHOOLS, *INSTITUTES (TRAINING PROGRAMS), *NEGROES, *URBAN SCHOOLS, AKRON, BANNEKER DISTRICT, BIBLIOGRAPHIES, CLASSROOM TECHNIQUES, MISSOURI, NEGRO CULTURE, NEW YORK, OHIO, PARENT INVOLVEMENT, PSYCHOLOGICAL CHARACTERISTICS, QUESTIONNAIRES, READING INSTRUCTION, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL INTEGRATION, ST. LOUIS, SYRACUSE, SYRACUSE UNIVERSITY,

THIS SUMMARY REPORT OF A 1965 SUMMER INSTITUTE ON URBAN ELEMENTARY SCHOOL DESEGREGATION IS PRESENTED IN EXTENSIVE APPENDIXES. THE FIRST INSTITUTE WAS CONDUCTED AT SYRACUSE UNIVERSITY (NEW YORK), FOLLOWED BY ONE IN THE BANNEKER DISTRICT IN ST. LOUIS, MISSOURI, AND BY VISITS AND CONFERENCES IN AKRON, OHIO, AND SYRACUSE. INCLUDED AMONG THE APPENDIXES ARE BIBLIOGRAPHIES ON TOPICS RELEVANT TO THE PROBLEMS OF URBAN NEGROES AND A LIST OF CHILDREN'S BOOKS ON NEGRO AMERICAN LIFE. ONE APPENDIX CONTAINS THE QUESTIONNAIRES GIVEN TO PARTICIPANTS IN THE INSTITUTES. ACCORDING TO DATA COMPILED FROM THE FIRST QUESTIONNAIRE, THE THREE MOST URGENT CLASSROOM PROBLEMS WERE ADAPTING INSTRUCTIONAL MATERIALS, CLASSROOM GROUPING, AND PUPIL MOTIVATION. A FOLLOWUP QUESTIONNAIRE ASKED THE PARTICIPANTS IN THE SYRACUSE INSTITUTE HOW SUCCESSFULLY THEY FELT THE INSTITUTE DEALT WITH URBAN SCHOOL PROBLEMS. EVALUATIVE DATA ON THE SUPPLEMENTARY INSTITUTE IN ST. LOUIS AND ON THE CONSULTATIONS IN SYRACUSE AND AKRON ARE ALSO GIVEN. AN ADDITIONAL APPENDIX REPORTS SOME OF THE CONTENT COVERED BY THE TWO INSTITUTES, AND INCLUDES A TEAM REPORT ON WAYS TO INVOLVE NEGRO PARENTS IN THE EDUCATION OF THEIR CHILDREN, INFORMATION ON THE BANNEKER STUDY-IN PROGRAM, A DISCUSSION OF SCHOOL AND COMMUNITY RELATIONS, AND SUGGESTIONS FOR CLASSROOM ROUTINE AND DISCIPLINE AND FOR EFFECTIVE READING INSTRUCTION. (LB)

**ED 016 692** **UD 004 014**
*HILL, HERBERT*
PLANNING THE END OF THE AMERICAN GHETTO--A PROGRAM OF ECONOMIC DEVELOPMENT FOR EQUAL RIGHTS.
MICHIGAN UNIV., ANN ARBOR,INST.LAB-.AND INDUS.REL.
PUB DATE 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *ECONOMIC DEVELOPMENT, *GHETTOS, *HOUSING, CITY GOVERNMENT, COMMUNITY PLANNING, FEDERAL GOVERNMENT, FINANCIAL POLICY, HEALTH CONDITIONS, MANPOWER DEVELOPMENT, NEGROES, NEW YORK CITY, TAX ALLOCATION, URBAN RENEWAL,

SOCIOECONOMIC FORCES CONTINUE TO PERPETUATE GHETTOS, DESPITE THE LEGAL EQUALITY GAINED BY NEGROES. THESE GHETTOS, IN WHICH OVER 10 MILLION MINORITY GROUP AMERICANS LIVE, EXACT AN ENORMOUS ECONOMIC PRICE IN NEEDED SERVICES, IN INCOME LOST BECAUSE OF LOW PRODUCTIVITY, AND IN PROPERTY LOST DURING PROTEST RIOTS. A PROGRAM TO END GHETTOS MUST START WITH A COMPREHENSIVE PLAN TO ELIMINATE SLUM HOUSING THROUGH NEW BUILDING, RELOCATION, AND REHABILITATION. CAPITAL INVESTMENT WOULD BE REQUIRED TO IMPROVE HEALTH CONDITIONS, EDUCATION, AND WATER AND TRANSIT FACILITIES. THESE NEW CAPITAL INVESTMENTS OF $50 BILLION PER YEAR OVER A 5- TO 10-YEAR PERIOD NOT ONLY WOULD UPGRADE GHETTO LIVING CONDITIONS BUT WOULD IN TURN GENERATE ABOUT SIX MILLION NEW JOBS. IN THE ESSENTIAL ELIMINATION OF GHETTOS AND THE CONCOMITANT RELIEF OF THE RACIAL PROBLEMS OF BIG CITIES, THE CITIES SHOULD RETAIN THEIR TAX REVENUES TO FINANCE THEIR OWN REHABILITATION. SUCH A SCHEME WOULD INVOLVE A PHASED 5-YEAR PERIOD OF DECREMENT IN FEDERAL TAX DISBURSING POWER AND OF INCREMENT IN LOCAL COMMUNITY TAXING POWERS. EACH CITY OR METROPOLITAN AREA WOULD THEN BE RESPONSIBLE TO ITS OWN COMMUNITY FOR DEVELOPING PLANS TO ELIMINATE RACIAL GHETTOS AND UPGRADE PHYSICAL, ECONOMIC, AND SOCIAL CONDITIONS. THE APPENDIX TO THIS PAPER CONTAINS A 10-YEAR PLAN FOR HOUSING REHABILITATION IN NEW YORK CITY. THIS ARTICLE IS PUBLISHED IN PHRA, VOLUME 2, ISSUE 2, P.23-36, 1967, AND IS AVAILABLE FROM THE UNIVERSITY OF MICHIGAN, P.O. BOX 1567, ANN ARBOR, MICHIGAN 48106, FOR $6.00 LOOSELEAF, $7.50 BOUND. (NH)

**ED 016 693** **UD 004 067**
*LANE, MARY B.*
THE ALIENATED SPEAK.
PUB DATE APR 67
DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *BEHAVIOR PATTERNS, *ECONOMICALLY DISADVANTAGED, *PSYCHOLOGICAL PATTERNS, *SELF CONCEPT, *SOCIAL ISOLATION, FAMILY ENVIRONMENT, INTERCULTURAL PROGRAMS, LANGUAGE PATTERNS, MINORITY GROUPS, NEGROES, NURSERY SCHOOLS, URBAN AREAS,

A CROSS-CULTURAL NURSERY SCHOOL PROVIDED THE MILIEU IN WHICH THE FEELINGS OF THE ALIENATED POOR WERE OBSERVED. TYPICALLY, THE FAMILIES OF THE PRESCHOOL CHILDREN FEEL HOPELESS, HELPLESS, WORTHLESS, AND ISOLATED. THEIR HOPELESSNESS MAY BE A REACTION TO BEING JUDGED AS INCOMPETENT BY SOCIETY AND THEY BECOME PRESENT- RATHER THAN FUTURE-ORIENTED. SUSPICION AND SOCIAL DISTANCE ACCOMPANY THIS HOPELESSNESS. THE ROUTINES AND RESPONSIBILITIES OF LIFE ARE OVERWHELMING FOR THEN AND, THEREFORE, THEY DEVELOP FEELINGS OF HELPLESSNESS AND BECOME LESS COMMITTED TO SOLVING THEIR PROBLEMS. THE POOR ARE OFTEN FROM MINORITY GROUPS (MAINLY NEGRO) WHO HAVE LONG BEEN SUBJECTED TO SECOND-CLASS STATUS, MADE TO FEEL WORTHLESS, AND HAVE DEVELOPED FEELINGS OF SELF-HATRED. ISOLATION IS ALSO CHARACTERISTIC OF THE URBAN POOR WHOSE ACTIVITIES ARE CONSTRICTED WITHIN AN APARTMENT AND USUALLY CONSIST OF EXTENSIVE TELEVISION WATCHING. ALSO THE LANGUAGE PATTERNS OF THE ISOLATED POOR CREATE COMMUNICATION BARRIERS BETWEEN THEM AND THE MIDDLE-CLASS SOCIAL INSTITUTIONS WITH WHICH THEY COME IN CONTACT. A "SENSE OF CARING" MUST BE ESTABLISHED IN AN EFFORT TO CHANGE THE FEELINGS OF SELF-DEPRECIATION AMONG THE POOR. THIS ARTICLE IS PUBLISHED IN "EDUCATIONAL LEADERSHIP," VOLUME 24, ISSUE 7, P.589-594, 1967. (NH)

**ED 016 694** **UD 004 070**
*HABERMAN, MARTIN*
MATERIALS THE DISADVANTAGED NEED--AND DON'T NEED.
PUB DATE APR 67

DOCUMENT NOT AVAILABLE FROM EDRS.
DESCRIPTORS *DISADVANTAGED YOUTH, *INSTRUCTIONAL TECHNOLOGY, *INTELLECTUAL DEVELOPMENT, *LANGUAGE SKILLS, COMMUNICATION (THOUGHT TRANSFER), CONCEPT FORMATION, CULTURAL DISADVANTAGEMENT, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL MATERIALS CENTERS, LEARNING,

THE ASSUMPTION THAT SOME CHILDREN ARE LOW ACHIEVERS BECAUSE OF CULTURAL, SENSORY, OR DEVELOPMENTAL DEPRIVATION IS CRITICIZED BECAUSE IT LEADS MAINLY TO A GRASPING FOR NEW AND DIFFERENT TEACHING TECHNOLOGIES. WHAT SHOULD BE INCLUDED IN A COHESIVE VIEW OF THE DISADVANTAGED ARE THEORETICAL UNDERPINNINGS FROM WHICH ACTION PROGRAMS CAN BE DERIVED. THE CRUCIAL FACTOR IN DISADVANTAGEMENT IS FELT TO BE THE LACK OF LANGUAGE SKILLS NEEDED FOR CONCEPTUALIZATION AND COMMUNICATION. LEARNING AND INTELLECTUAL GROWTH CAN BE ACHIEVED ONLY BY A VARIETY OF EXPERIENCES SYNTHESIZED BY A TEACHER USING MANY KINDS OF MATERIALS FOR A SPECIFIC LEARNING TASK. ONE EFFECTIVE APPROACH SEEMS TO BE THE "SCHOOL LEARNING CENTER," WHICH USES SMALL GROUPS WORKING ON AN INDIVIDUAL BASIS WITH MATERIALS CHOSEN IN PART BY THE PUPILS. THIS METHOD SEEMS TO OFFER A GREAT DEAL TOWARD DECREASING FEELINGS OF POWERLESSNESS AMONG THESE YOUNGSTERS. AN EXAMPLE IS THE USE OF BALLOONS IN WHICH 10-YEAR-OLDS PUT A CARD ON WHICH THEY HAD WRITTEN ABOUT THEMSELVES INTO THE AIR. THEY RECEIVED LETTERS EXPRESSING INTEREST IN THEM FROM PEOPLE HUNDREDS OF MILES AWAY. ANOTHER PROMISING PROGRAM IS A TEACHER-CONTROLLED CENTRAL DEPOT TO PROVIDE MULTIMEDIA MATERIALS TO TEACHERS AND CLASSES IN 40 SCHOOLS. TEACHING WHICH DIFFERENTIATES PUPIL ACTIVITIES IS SUPERIOR TO COMPUTERIZED METHODS WHICH CANNOT "PERSONALIZE." PARTICULARY BENEFICIAL ARE MATERIALS WHICH STIMULATE "GROWTH OF MULTIPLE LANGUAGE FORMS" IN VARIOUS CONTENT AREAS. THIS ARTICLE IS PUBLISHED IN "EDUCATIONAL LEADERSHIP," VOLUME 24, ISSUE 7, P.611-617, 1967. (NH)

**ED 016 695** UD 004 156
**THE DURHAM EDUCATION IMPROVEMENT PROGRAM, 1966-1967.**
DURHAM EDUCATION IMPROVEMENT PROGRAM, N.C.
PUB DATE AUG 67
EDRS PRICE MF-$0.25 HC-$1.80 43P.
DESCRIPTORS *DEVELOPMENTAL PROGRAMS, *DISADVANTAGED YOUTH, *EXPERIMENTAL SCHOOLS, *RESEARCH PROJECTS, *SCHOOL SYSTEMS, COLUMBIA MENTAL MATURITY SCALE, DEMOGRAPHY, DURHAM, EDUCATION IMPROVEMENT PROJECT, EVALUATION, INFANTS, INNOVATION, LABORATORY SCHOOLS, LONGITUDINAL STUDIES, NONPROFESSIONAL PERSONNEL, NORTH CAROLINA, PARTICIPANT CHARACTERISTICS, PEABODY PICTURE VOCABULARY TEST, RESEARCH REVIEWS (PUBLICATIONS), TEST RESULTS, WECHSLER INTELLIGENCE SCALE FOR CHILDREN,

THIS REPORT DESCRIBES THE DURHAM EDUCATIONAL IMPROVEMENT PROJECT (EIP) FOR DISADVANTAGED CHILDREN, WHICH WAS DEVELOPED THROUGH THE COOPERATIVE EFFORT OF A UNIVERSITY, TWO SOUTHERN SCHOOL DISTRICTS, A NEGRO COLLEGE, AND A COMMUNITY ACTION PROGRAM. EIP IS AN EXPERIMENTALLY DESIGNED MODEL SCHOOL SYSTEM WHICH PROVIDES LONGITUDINAL STIMULATION. BUILT INTO THE SYSTEM IS A COMPREHENSIVE EVALUATION PROGRAM. THE SYSTEM BEGINS WITH A PROJECT TO OBSERVE THE EARLY BEHAVIOR AND HEALTH OF INFANTS, AND INCLUDES A PRESCHOOL, UNGRADED PRIMARY GROUPS, AND A LABORATORY SCHOOL PLANNED FOR EXPERIMENTATION AND TEACHER TRAINING. A YOUTH PROGRAM FOR DISADVANTAGED ADOLESCENTS AND A PARENT PROGRAM ARE BUILT INTO THE SCHEME. THE PARTICIPANTS IN SUCH A MODEL SYSTEM WILL BE DRAWN FROM ONE COUNTY AND TWO CITY SCHOOLS. THIS REPORT EXAMINES THE EIP RESEARCH COMPONENT, THE CHARACTERISTICS OF THE POPULATION, SOME PRE- AND POSTTEST DATA ON THE PARTICIPATING CHILDREN, AND SOME FINDINGS FROM THE INFANT STUDY PHASE OF THE PROJECT. IT ALSO INCLUDES EXCERPTS FROM STUDIES ALREADY COMPLETED BY THE RESEARCH STAFF AND A DESCRIPTION OF THE WAYS IN WHICH HOUSEWIVES FROM THE COMMUNITY ARE USED AS EDUCATIONAL TECHNICIANS. (NH)

**ED 016 696** UD 004 165
*BUCHMILLER, A.A. TEITEL, MARTIN*
**A WORKING PAPER ON PROBLEMS OF RACIAL IMBALANCE IN SCHOOLS.**
PUB DATE MAY 66
EDRS PRICE MF-$0.25 HC-$1.04 24P.
DESCRIPTORS *COURT LITIGATION, *DEFACTO SEGREGATION, *NORTHERN SCHOOLS, *RACIAL BALANCE, ALLEN REPORT, BOARDS OF EDUCATION, BUS TRANSPORTATION, CULTURAL ENRICHMENT, EDUCATIONAL COMPLEXES, HIGHER HORIZONS, MIDDLE SCHOOLS, MINORITY GROUP CHILDREN, NEW YORK STATE, OPEN ENROLLMENT, PRINCETON PLAN, RACIAL FACTORS, REMEDIAL INSTRUCTION, SCHOOL LOCATION, SCHOOL ORGANIZATION, SCHOOL REDISTRICTING, SCHOOL ZONING,

THIS ANALYSIS OF NORTHERN DE FACTO SCHOOL SEGREGATION AND RACIAL IMBALANCE REVIEWS THE LEGAL ISSUES AND COURT DECISIONS GERMANE TO VARIOUS DESEGREGATION EFFORTS. IT IS NOTED THAT ALTHOUGH HOUSING PATTERNS MAY ACCOUNT FOR A LARGE PART OF THE RACIAL IMBALANCE IN SCHOOLS, GERRYMANDERING OF DISTRICT BOUNDARIES PLAYS A VERY SIGNIFICANT ROLE. SCHOOL BOARDS ATTEMPTING TO DESEGREGATE SCHOOLS ARE FACED WITH THE ISSUES OF WHAT THE LAW REQUIRES AND WHAT IT ALLOWS THEM TO DO ABOUT DE FACTO SEGREGATION. ACCORDING TO SEVERAL LEGAL DECISIONS, A SCHOOL BOARD MUST NOT ACT "ARBITRARILY" OR "UNREASONABLY" IN APPLYING POLICIES THAT USE RACE AS THE DETERMINING FACTOR IN DECIDING TO REORGANIZE A SCHOOL DISTRICT. THIS CRITERION APPLIES EQUALLY TO PLANS FOR PREDOMINANTLY WHITE SCHOOLS AS WELL AS TO NEGRO SCHOOLS. IN GENERAL, SCHOOL OFFICIALS USE SIX BASIC PLANS TO ALLEVIATE RACIAL IMBALANCE--REZONING, OPEN ENROLLMENT, BUSING, CONROLLED BALANCE INVOLVING A SPECIFIED RACIAL PERCENTAGE, SITE SELECTION, AND SCHOOL REORGANIZATION. THE MOST DRAMATIC PLANS PROPOSED ARE THOSE INVOLVING CHANGES IN THE FUNDAMENTAL STRUCTURE OF THE SCHOOL SYSTEM. AN EXAMPLE OF SUCH A PLAN IS THE "4-4-4" PROPOSAL, RECOMMENDED IN THE ALLEN REPORT (NEW YORK STATE). REGARDLESS OF THE PLAN USED, HOWEVER, NEWLY INTEGRATED MINORITY GROUP CHILDREN OFTEN NEED SCHOLASTIC REMEDIATION AND CULTURAL ENRICHMENT. ONE SUCH COMPENSATORY EDUCATION PROGRAM WHICH THIS PAPER DISCUSSES IS NEW YORK CITY'S HIGHER HORIZONS PROJECT. PERTINENT LEGAL CASES ARE ALSO REVIEWED. (NH)

**ED 016 697** 64 UD 004 191
*DENEMARK, GEORGE W. METZOW, MARION*
**TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS ASSOCIATED WITH THE CURRENT EMPHASIS UPON THE DISADVANTAGED CHILD. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES.... PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.**
EDUCATIONAL MEDIA COUNCIL INC., WASHINGTON, D.C.
REPORT NUMBER BR-5-0080
PUB DATE MAY 67
CONTRACT OEC-5-16-032
EDRS PRICE MF-$0.25 HC-$0.84 19P.
DESCRIPTORS *DISADVANTAGED YOUTH, *EARLY CHILDHOOD EDUCATION, *ELEMENTARY EDUCATION, *INSTRUCTIONAL INNOVATION, AUDIOVISUAL AIDS, CULTURAL ISOLATION, CURRICULUM, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, LEARNING, ORGANIZATIONAL CHANGE, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL ORGANIZATION, STAFF UTILIZATION,

TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL CURRICULUM, SCHOOL ORGANIZATION, TEACHING METHODS AND MATERIALS, STAFF UTILIZATION, AND SCHOOL-COMMUNITY RELATIONSHIPS REFLECT THE NATION'S GROWING CONCERN FOR EDUCATION AND, PARTICULARLY, FOR THE EDUCATION OF DISADVANTAGED LEARNERS. NOW, INSTEAD OF THE TRADITIONAL EMPHASIS UPON THE STANDARD INCULCATION OF SUBJECT MATTER, THE CONTENT OF A DISCIPLINE IS SPECIFICALLY SELECTED AND STRUCTURED TO BETTER MOTIVATE THE INDIVIDUAL STUDENT. AND, ALTHOUGH CURRICULUMS ARE INCREASINGLY THE RESULT OF COOPERATIVE PLANNING AT THE STATE, REGIONAL, AND NATIONAL LEVEL, LOCAL SCHOOLS AND TEACHERS MAY ADAPT CONTENT ACCORDING TO THE NEEDS AND CAPABILITIES OF THEIR STUDENTS. PRESCHOOL PROGRAMS, CULTURAL ENRICHMENT, MOTOR-ORIENTED APPROACHES, AND OTHER REMEDIAL AND SKILL DEVELOPMENT EXPERIENCES ARE BECOMING AND INTEGRAL PART OF THE SCHOOL CURRICULUM. OTHER EMERGING PATTERNS INCLUDE THE PROLIFERATION OF THE NONGRADED SCHOOL WHICH MINIMIZES FAILURE EXPERIENCES AND ALLOWS EACH CHILD TO ACHIEVE AT HIS OWN RATE, EXTENDED DAY AND SUMMER PROGRAMS, AND GREATER VARIATIONS IN CLASS SIZE. AMONG THE CURRENT INNOVATIONS IN INSTRUCTIONAL METHODS AND MATERIALS IS AN INCREASED SENSITIVITY OF TEACHERS TO THE CULTURAL BACKGROUNDS AND PERSONAL NEEDS OF THEIR STUDENTS AND TO TECHNIQUES WHICH INVOLVE

THE USE OF CONCRETE MATERIALS AND PROVIDE IMMEDIATE GRATIFICATION AND REINFORCEMENT. ALSO, PARAPROFESSIONALS AND TEACHING TEAMS ARE OFTEN UTILIZED WITHIN WHAT HAS BECOME "THE SELF-CONTAINED SCHOOL." FINALLY, PARENTS AND THE COMMUNITY IN GENERAL ARE BEING INCREASINGLY INVOLVED IN IN THE EDUCATIONAL PROCESS. THIS ARTICLE IS APPENDIX A TO THE EDUCATIONAL MEDIA COUNCIL. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES...-PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED. FINAL REPORT. (LB)

**ED 016 698** 64 UD 004 193
*YAMAMOTA, KAORU*
**MEDIA AND CHILDREN OF THOSE WHO ARE NOT LIKE US. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES...PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.**
REPORT NUMBER BR-5-0080
PUB DATE MAY 67
CONTRACT OEC-5-16-032
**EDRS PRICE MF-$0.25 HC-$1.52 36P.**

DESCRIPTORS *CULTURAL DISADVANTAGEMENT, *DISADVANTAGED YOUTH, *INDIVIDUAL CHARACTERISTICS, *INSTRUCTIONAL MATERIALS, *INTERCOMMUNICATION, AUDIOVISUAL AIDS, CULTURAL ISOLATION, ECOLOGICAL FACTORS, ECONOMIC FACTORS, INSTRUCTIONAL MATERIALS, LEARNING, SOCIOCULTURAL PATTERNS, SOCIOECONOMIC STATUS, VERBAL COMMUNICATION,

RATHER THAN GENERALIZING ABOUT PERSONS WHO ARE "CULTURALLY DEPRIVED," EDUCATORS MUST ARRIVE AT A MORE COMPLEX UNDERSTANDING OF THE SPECIFIC WAYS THESE INDIVIDUALS VARY FROM THE PREVAILING PATTERNS OF CULTURE, AND HOW EDUCATIONAL METHODS MIGHT BE ADOPTED TO THE PARTICULAR NEEDS OF THE CULTURALLY DIFFERENT. THREE MAJOR FACTORS MAY BE RELATED TO HIS CULTURAL VARIANCE--(1) "ETHCLASS," OR THE INTERACTION OF SOCIAL CLASS AND ETHNIC GROUP, (2) ECONOMIC FACTORS, WHICH CAUSE 53 PERCENT OF AMERICAN FAMILIES TO BE CLASSIFIED AS POOR OR DEPRIVED, AND (3) ECOLOGICAL FACTORS, WHICH INCLUDE SUCH PHENOMENA AS RESIDENTIAL MOBILITY OF THE INNER-CITY POOR, FARM TO CITY MIGRATION, MIGRATORY LABOR, LOW-INCOME FARMERS, AND FARM PROBLEMS. AMONG THE MAJOR CHARACTERISTICS OF THE CULTURALLY DIFFERENT, TRANSMITTED FROM GENERATION TO GENERATION, ARE A SENSE OF PASSIVE FATALISM, AN ABSENCE OF FUTURE-ORIENTED GOALS, AND A GENERALLY WEAK PERCPETION OF SELF WITHIN SEQUENCES OF TIME. THESE PATTERNS AND A GENERALLY LIMITED ENVIRONMENT TEND TO RESTRICT COMPETENCE, MOTIVATION, AND LANGUAGE-CONCEPT FORMATION. FOR EXAMPLE, IN SCHOOL "ETHCLASS" PRESENTS A FORMIDABLE BARRIER TO VERBAL COMMUNICATION AND TO TEACHER-PUPIL-PEER INTERACTIONS IN GENERAL. TO HELP OVERCOME THIS BARRIER, TEACHERS MUST BE PARTICULARLY PERCEPTIVE AND MATURE INDIVIDUALS. SPECIFICALLY, THEY MIGHT EMPLOY SUCH WORTHWHILE TECHNIQUES AS THE US OF ILLUSTRATIONS TO ACCOMPANY ORAL PRESENTATIONS AND A MULTISENSORY PRESENTATION OF LESSONS. HOWEVER, STUDIES OF THE SUCCESSFUL USE OF VARIOUS MEDIA BY CULTURALLY DIFFERENT INDIVIDUALS ARE INCONCLUSIVE, AND TEST DESIGNS FOR MEASURING THE EFFECT OF VARIOUS MEDIA MAY NOT SUFFICIENTLY DESCRIBE THE ACTUAL PROCESS AND RESULTS OF LEARNING. THIS ARTICLE IS APPENDIX C TO THE EDUCATIONAL MEDIA COUNCIL. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES...PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED. FINAL REPORT. (LB)

**ED 016 699** UD 004 249
**MICHIGAN ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10 (E.S.E.A.), F.Y.-1966.**
MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING
PUB DATE 16 DEC 66
**EDRS PRICE MF-$1.00 HC-$10.00 248P.**

DESCRIPTORS *COMPENSATORY EDUCATION, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, *PROGRAM DEVELOPMENT, *PROGRAM EVALUATION, ANNUAL REPORTS, ESEA TITLE 1, EVALUATION METHODS, HANDICAPPED CHILDREN, INFORMATION DISSEMINATION, INNOVATION, INTERAGENCY COOPERATION, MEASUREMENT INSTRUMENTS, MICHIGAN, PERSONNEL POLICY, PRIVATE SCHOOLS, PROGRAM COORDINATION, PROGRAM EFFECTIVENESS, SCHOOL DISTRICTS, STATISTICAL DATA, TABLES (DATA),

THIS REPORT FOLLOWS THE OFFICE OF EDUCATION SUGGESTED FORMAT FOR EVALUATION REPORTS OF TITLE I PROJECTS. THE FIRST PART DESCRIBES THE PROJECTS' OPERATION AND SERVICES, METHODS OF DISSEMINATION OF DATA AND INFORMATION, EVALUATION TECHNIQUES, AND MAJOR PROBLEM AREAS. IT ALSO PRESENTS INFORMATION ABOUT (1) THE IMPLEMENTATION OF THE REQUIREMENTS IN THE ELEMENTARY AND SECONDARY EDUCATION ACT FOR DEFINING PROJECT OBJECTIVES, (2) COORDINATION OF TITLE I WITH OTHER TITLES OF THE ACT, (3) INTERDISTRICT COOPERATIVE PROJECTS, (4) NONPUBLIC SCHOOL PARTICIPATION, AND (5) SPECIAL PROGRAMS FOR THE HANDICAPPED. THE SECOND PART OF THE REPORT, THE COMPREHENSIVE ANALYSIS SECTION, CONTAINS STATISTICAL INFORMATION AND DATA ON METHODS USED TO ESTABLISH PROJECT AREAS AND NEEDS, LOCAL AGENCY PROBLEMS, ACTIVITIES WHICH WERE FUNDED, INNOVATIVE PROJECTS, STAFF INCREMENT AND DEVELOPMENT, AND MEASURING INSTRUMENTS. THIS SECTION ALSO INCLUDES AN ANALYSIS OF THE FIVE MOST EFFECTIVE PROJECTS AND A GENERAL STATEMENT ABOUT THE EFFECTIVENESS OF TITLE I PROJECTS IN THE STATE. THE THIRD PART OF THE REPORT CONTAINS TABULAR DATA. (NH)

**ED 016 700** UD 004 345
**PROJECT SPRINGBOARD, A PROJECT ABLE PROGRAM CONDUCTED AT THE MONTGOMERY STREET AND GRAND STREET ELEMENTARY SCHOOLS. FIVE YEAR REPORT, 1961-1966.**
NEWBURGH CITY SCHOOL DISTRICT, N.Y.
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.16 27P.**

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *ELEMENTARY SCHOOLS, *PROGRAM EVALUATION, ACHIEVEMENT TESTS, ATTENDANCE, INSERVICE TEACHER EDUCATION, INTELLIGENCE TESTS, NEW YORK, NEWBURGH, PARENT PARTICIPATION, PROJECT ABLE, PROJECT SPRINGBOARD, READING PROGRAMS, SCHOOL ENVIRONMENT, SPECIAL SERVICES, STATE PROGRAMS, STUDENT IMPROVEMENT, TEACHER RESPONSE, TEST RESULTS,

THIS REPORT DESCRIBES A 5-YEAR PROGRAM IN A NEW ELEMENTARY SCHOOL SERVING A DISADVANTAGED POPULATION. FROM THE OUTSET THE PROGRAM HAS AIMED TO RAISE ACHIEVEMENT LEVELS, ENCOURAGE ABLE STUDENTS TO CONTINUE THEIR EDUCATION, OFFER CULTURAL ENRICHMENT, ENHANCE PUPIL SELF-IMAGE, REDUCE PSYCHOLOGICAL AND EMOTIONAL PROBLEMS, INVOLVE PARENTS IN THE SCHOOL'S EDUCATIONAL EFFORTS, AND PROVIDE THE USE OF THE SCHOOL AS A COMMUNITY CENTER. FEATURES OF THE PROGRAM HAVE BEEN THE USE OF A FULL-TIME GUIDANCE COUNSELOR AND REMEDIAL READING SPECIALISTS, "BASIC HELP" CLASSES FOR SEVERELY DEPRIVED STUDENTS, A PLAN FOR READING CLASSES AT FOUR DIFFERENT LEVELS, AND AFTER-SCHOOL AND EVENING PROGRAMS. OTHER ACTIVITIES HAVE INCLUDED EDUCATIONAL TRIPS, TUTORING, A SUMMER PROGRAM, A PROGRAM IN WHICH STUDENTS LEARN TO PLAY ON A SCHOOL-OWNED MUSICAL INSTRUMENT, INSERVICE TEACHER TRAINING, AND THE USE AND DEVELOPMENT OF SPECIAL MATERIALS. THE EFFECTIVENESS OF THE PROGRAM HAS BEEN EVALUATED IN TERMS OF THE IMPROVED STUDENT ATTITUDES AND BEHAVIOR, INCREASED ATTENDANCE, AND IMPROVED INTELLIGENCE QUOTIENT AND ACHIEVEMENT TEST MEDIAN SCORES. THE PROGRAM HAS RAISED TEACHER MORALE AND DECREASED THE TURNOVER RATE, AND HAS IMPROVED HOME-SCHOOL RELATIONS. SINCE 1965, ANTIPOVERTY FUNDS HAVE ENABLED THE EXPANSION AND EXTENSION OF THE PROGRAM. THE REPORT CONTAINS TABLES WHICH ANALYZE THE ACADEMIC GROWTH OF THE STUDENTS AS MEASURED BY STANDARD ACHIEVEMENT TESTS. (NH)

**ED 016 701** UD 004 363
**ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965--TITLE I, ANNUAL EVALUATION REPORT FOR FISCAL 1966.**
MASSACHUSETTS STATE DEPT. OF EDUCATION, BOSTON
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.72 41P.**

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, ACADEMIC ACHIEVEMENT, ANNUAL REPORTS, COOPERATIVE PROGRAMS, ESEA TITLE 1, INFORMATION DISSEMINATION, INNOVATION, INTERAGENCY COOPERATION, MASSACHUSETTS, MEASUREMENT INSTRUMENTS, PERSONNEL, PRIVATE SCHOOLS, PROGRAM ADMINISTRATION, SCHOOL DISTRICTS, SPECIAL SERVICES, TABLES (DATA),

THIS REPORT ASSESSES TITLE I COMPENSATORY EDUCATION PROJECTS FOR DISADVANTAGED YOUTH IN MASSACHUSETTS. THE PROJECTS ARE DISCUSSED IN TERMS OF ADMINISTRATIVE SUPERVISORY SERVICES, PLANS FOR EVALUATION AND INFORMATION DISSEMINATION, PROBLEM AREAS, COORDINATION WITH COMMUNITY ACTION PROGRAMS, INTERRELATIONSHIP WITH OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT, COOPERATIVE PROJECTS BETWEEN DISTRICTS, AND NONPUBLIC SCHOOL PARTICIPATION. OF THE

MAJOR PROBLEMS THE MOST APPARENT WERE LIMITED STAFF AT THE SUPERVISORY LEVEL AND A LACK OF SUCH TRAINED PERSONNEL AS READING SPECIALISTS, SPEECH THERAPISTS, AND COUNSELORS. THE PROJECTS ATTEMPTED (1) TO IMPROVE THE PARTICIPANTS' PERFORMANCE IN READING, ARITHMETIC, AND LANGUAGE ARTS, (2) TO ENCOURAGE POSITIVE ATTITUDES TOWARD SCHOOL AND EDUCATION, AND (3) TO OFFER CULTURAL ENRICHMENT. PROJECT ACTIVITIES COMMON TO ALL SCHOOL DISTRICTS IN THE STATE INCLUDED SMALL GROUP AND INDIVIDUAL INSTRUCTION, COUNSELING, HEALTH SERVICES, AND FIELD TRIPS. THE PROJECTS WERE FELT TO BE EFFECTIVE, AND THE MEASURING INSTRUMENTS AND MEAN TEST SCORES ARE LISTED. INTERSPERSED THROUGHOUT THE REPORT ARE TABLES AND DATA ON FUNDS, ENROLLMENT, AND SERVICES. (LB)

**ED 016 702** UD 004 364

*CLARK, ANN D.*

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I. ANNUAL EVALUATION REPORT.

WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON

PUB DATE DEC 66

EDRS PRICE MF-$0.75 HC-$5.24 129P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, *STUDENT TESTING, ACHIEVEMENT TESTS, ACTION PROGRAMS (COMMUNITY), ANCILLARY SERVICES, COOPERATIVE PROGRAMS, EDUCATIONAL METHODS, ESEA TITLE 1, EVALUATION METHODS, FEDERAL PROGRAMS, HANDICAPPED STUDENTS, INTELLIGENCE TESTS, PERSONNEL, PRIVATE SCHOOLS, PROGRAM ADMINISTRATION, SUMMER PROGRAMS, WISCONSIN,

THIS REPORT OF WISCONSIN'S COMPENSATORY EDUCATION PROJECTS CONTAINS INFORMATION PERTINENT TO THE FOLLOWING AREAS--OPERATION AND SERVICES, DISSEMINATION OF INFORMATION, SELECTION OF PROJECT EVALUATION, DESIGN, PROBLEMS, RELATION TO OTHER ESEA TITLES, COORDINATION WITH COMMUNITY ACTION PROGRAMS, COOPERATIVE PROJECTS BETWEEN DISTRICTS, SERVICES TO HANDICAPPED CHILDREN, NONPUBLIC SCHOOL PARTICIPATION, AND EFFECTIVE ACTIVITIES AND METHODS. DELAYS IN THE ALLOCATION OF GRANTS, INADEQUATE TIME FOR PLANNING, ABSENCE OF WELL-DEFINED GUIDELINES, AND THE LACK OF QUALIFIED LEADERSHIP AND GENERAL STAFF WERE AMONG THE PROJECT'S MOST PREVALENT PROBLEMS. THE USE OF SPECIAL EQUIPMENT, ACTIVITIES INVOLVING A HOME-SCHOOL RELATIONSHIP, AND FIELD TRIPS WERE EFFECTIVE PROJECT ACTIVITIES. PROJECTS FOR HANDICAPPED CHILDREN REPRESENTED 3.6 PERCENT OF THE TOTAL WISCONSIN PROJECTS. A SPECIAL EVALUATION SUMMARY OF A SUMMER PROJECT FOR CHILDREN ABOUT TO ENTER GRADE ONE IN THE MENOMONEE FALLS PUBLIC SCHOOLS IS INCLUDED IN THE REPORT, AND DETAILED DATA ARE GIVEN ON EVALUATION TECHNIQUES, SCHOOL ATTENDANCE, AND OTHER RELEVANT AREAS. (LB)

**ED 016 703** UD 004 368

MEETING SPECIAL NEEDS OF PUPILS IN MILWAUKEE PUBLIC SCHOOLS, SPRING SEMESTER, 1966-67.

MILWAUKEE PUBLIC SCHOOLS, WIS.

PUB DATE 15 MAY 67

EDRS PRICE MF-$0.25 HC-$2.32 56P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *CURRICULUM, *PUBLIC SCHOOLS, *SCHOOL PERSONNEL, *SCHOOL SERVICES, ANCILLARY SERVICES, DATA, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL STUDENTS, GUIDANCE COUNSELING, MILWAUKEE, NATIONAL TEACHERS CORPS, PROGRAM DESCRIPTIONS, PROJECTS, SECONDARY SCHOOL STUDENTS, SPECIAL EDUCATION, STUDENT PERSONNEL SERVICES, VOCATIONAL EDUCATION, WISCONSIN,

THIS REPORT ON EDUCATIONAL PRACTICES IN THE MILWAUKEE PUBLIC SCHOOLS SUMMARIZES THE EFFORTS BEING MADE IN THE SCHOOLS TO PROMOTE EQUAL AND QUALITY EDUCATION. THE SECTION ON CURRICULUM AND INSTRUCTION CONTAINS REVIEWS OF THE REGULAR SCHOOL PROGRAM, COMPENSATORY ACADEMIC AND CULTURAL ENRICHMENT PROGRAMS FOR ELEMENTARY AND SECONDARY SCHOOL STUDENTS, SPECIAL EDUCATION PROGRAMS FOR PHYSICALLY, MENTALLY, OR EMOTIONALLY HANDICAPPED CHILDREN, REHABILITATIVE PROGRAMS FOR SOCIAL ADJUSTMENT, AND VOCATIONAL AND BUSINESS EDUCATION PROGRAMS, ANOTHER SECTION ON THE SCHOOLS' SUPPORTING SERVICES DISCUSSES THE PROVISIONS FOR GUIDANCE COUNSELING, EMPLOYMENT PROGRAMS, PSYCHIATRIC, PSYCHOLOGICAL, AND SOCIAL WORK SERVICES, AND EDUCATIONAL RESEARCH PROGRAMS. THE SECTION ON STAFFING DESCRIBES THE PROVISIONS FOR CLASSIFIED SECETARIAL PERSONNEL, PROFESSIONAL PERSONNEL, AND PROJECTS FOR PROFESSIONAL PERSONNEL SUCH AS THE NATIONAL TEACHER CORPS PROGRAM. CONTAINED IN THE APPENDIX IS A LIST OF SPECIAL PROGRAMS ARRANGED ACCORDING TO THEIR CHRONOLOGICAL DEVELOPMENT, AND THE NAMES OF SCHOOLS OFFERING A PARTICULAR PROGRAM OR SERVICE. ALTOGETHER, MORE THAN 80 PROJECTS AND SERVICES ARE LISTED. (LB)

**ED 016 704** UD 004 371

STATE ANNUAL EVALUATION REPORT. PART II ITEM 9, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, 1965-66 FISCAL YEAR.

FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$5.08 125P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, ADMINISTRATIVE ORGANIZATION, ANNUAL REPORTS, EDUCATIONAL FACILITIES, ESEA TITLE 1, FLORIDA, GEOGRAPHIC LOCATION, INSTRUCTIONAL MATERIALS, SCHOOL SERVICES, STAFF IMPROVEMENT,

THIS PART OF THE EVALUATION REPORT ON TITLE I PROJECTS IN FLORIDA CONTAINS ANALYSES BY THE LOCAL EDUCATIONAL AGENCIES OF THEIR EFFECTIVE ACTIVITIES. ARRANGED ACCORDING TO STANDARD METROPOLITAN STATISTICAL AREA CLASSIFICATION AND BY COUNTY, THESE RESPONSES DESCRIBE AND ASSESS SUCH ACTIVITIES AS READING AND INSERVICE PROGRAMS, PRESCHOOL PROJECTS, CURRICULUM DEVELOPMENT, AND SPECIAL EDUCATION. ALTHOUGH THE REPORTING FORMAT VARIES FROM COUNTY TO COUNTY, THE ASPECTS OF THE PROJECTS MOST FREQUENTLY COVERED ARE PROJECT STRENGTHS AND WEAKNESSES, OBJECTIVES AND PROCEDURES, FACILITIES, MATERIALS, EQUIPMENT, SCHEDULING, PERSONNEL QUALIFICATIONS AND TRAINING, ADMINISTRATIVE ORGANIZATION, AND PROVISIONS FOR EVALUATION. (LB)

**ED 016 705** UD 004 385

*WORKING, RUSSELL A. YOUNG, EILEEN*

TITLE I IN OHIO, FIRST ANNUAL EVALUATION OF TITLE I--FISCAL YEAR 1966.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE MAY 67

EDRS PRICE MF-$0.50 HC-$4.64 114P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, ANNUAL REPORTS, BEHAVIOR CHANGE, CASE STUDIES (EDUCATION), COOPERATIVE PROGRAMS, ESEA TITLE 1, INSTRUCTIONAL MEDIA, MEASUREMENT INSTRUMENTS, OHIO, PROGRAM ADMINISTRATION, PROGRAM COSTS, PROGRAM EFFECTIVENESS, STAFF IMPROVEMENT, STATISTICAL DATA, STUDENT CHARACTERISTICS, TABLES (DATA),

THE NATURE AND IMPACT OF OHIO'S TITLE I COMPENSATORY EDUCATION PROJECTS ARE EVALUATED IN THIS REPORT. PROJECT PARTICIPANTS WERE CHARACTERIZED BY LOW ACADEMIC ACHIEVEMENT, WITHDRAWAL AND FEELINGS OF REJECTION, ABSENTEEISM, AND IRRESPONSIBILITY. ONLY 50 PERCENT OF THEM HAD PLANS FOR CONTINUING THEIR EDUCATION WHILE 70 PERCENT OF NONTITLE I PUPILS HAD MADE SUCH PLANS. LANGUAGE ARTS AND READING PROGRAMS AND MOTIVATION IMPROVEMENT ACTIVITIES COMMON TO MANY PROJECTS, WERE CONDUCTED BY MEANS OF INDIVIDUALIZED INSTRUCTION, SPECIAL GROUPING, AND LOWERED PUPIL-TEACHER RATIO. THE INSTRUCTIONAL MEDIA RANKED AS MOST EFFECTIVE WERE LABORATORIES, KITS, AND SPECIAL SETS, WHILE TRADITIONAL TEXTBOOKS AND WORKBOOKS WERE THE LEAST EFFECTIVE. ALTHOUGH MANY PROJECTS REPORTED PERSONNEL SHORTAGES, USE OF TEACHER AIDES AND OF CURRENT STAFF ON AN EXTENDED TIME BASIS SOMEWHAT OFFSET THIS PROBLEM. INSERVICE STAFF TRAINING AND COOPERATIVE ACTIVITIES (E.G., WITH COMMUNITY ACTION AGENCIES) WERE INTEGRAL TO NUMEROUS PROJECTS. PROJECTS WERE FORMALLY EVALUATED BY STANDARDIZED TESTS, OBSERVER REPORTS, AND TEACHER RATING SCALES. IN GENERAL REACTIONS TO THE PROJECT WERE "POSITIVE BUT MIXED." AVERAGE EXPENDITURE PER PUPIL WAS ABOUT $150. APPENDIXES INCLUDE AN ANALYSIS OF INSTRUCTIONAL MEDIA UTILIZATION AND OTHER RELEVANT DATA. MUCH OF THE DATA IN THE REPORT DEAL WITH THE FREQUENCY OF SERVICES OR THE NUMBER OF STUDENTS OR SCHOOL DISTRICTS PARTICIPATING IN A PARTICULAR ACTIVITY. (LB)

**ED 016 706** UD 004 386

*WILSON, ALAN B. AND OTHERS*

EDUCATION OF DISADVANTAGED CHILDREN IN CALIFORNIA, A REPORT TO THE CALIFORNIA STATE COMMITTEE ON PUBLIC EDUCATION.

CALIFORNIA UNIV., BERKELEY
PUB DATE DEC 66
**EDRS PRICE MF-$0.25 HC-$2.24 54P.**
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *DISADVANTAGED YOUTH, *EDUCATIONAL PROGRAMS, CALIFORNIA, CALIFORNIA TEST OF MENTAL MATURITY, COGNITIVE DEVELOPMENT, EDUCATIONAL PARKS, LANGUAGE DEVELOPMENT, NEGROES, PRESCHOOL PROGRAMS, RACIAL DIFFERENCES, RESEARCH NEEDS, RESEARCH REVIEWS (PUBLICATIONS), RETARDATION, SCHOOL ENVIRONMENT, STATISTICAL DATA,

TO IDENTIFY THE LEARNING DIFFICULTIES OF DISADVANTAGED YOUTH AND TO DEVELOP POLICIES TO ADVANCE THEIR INTELLECTUAL DEVELOPMENT, EDUCATORS MUST DETERMINE THE SOURCES AND CAUSES OF THIS RETARDATION. THE DISTINCTION BETWEEN CERTAIN IRREVERSIBLE BIOLOGICAL SOURCES OF RETARDATION, SUCH AS GENETIC DEFECT OR BRAIN DAMAGE, AND SOCIAL SOURCES WHICH STEM FROM THE INDIVIDUAL'S ENVIRONMENT HAS NOW BECOME CLEAR. THE DISADVANTAGED CHILD, REARED BY PARENTS WHO DO LITTLE TO ENCOURAGE HIS COGNITIVE DEVELOPMENT, LACKS CERTAIN PERCEPTUAL, MOTIVATIONAL, AND VERBAL ABILITIES. THUS EDUCATORS MUST EMPHASIZE EARLY CHILDHOOD TRAINING TO OVERCOME THESE LINGUISTIC-COGNITIVE DEFICIENCIES WHICH HINDER ACADEMIC ACHIEVEMENT. HOWEVER LEVELS OF ACADEMIC ACHIEVEMENT VARY AMONG DIFFERENT SOCIAL CLASSES AND RACES, AND A STUDENT'S ACHIEVEMENT IS INFLUENCED BY THE QUALITY AND SOCIOCULTURAL CHARACTERISTICS OF THE SCHOOL HE ATTENDS. THUS EDUCATIONAL PROGRAMS MUST BE DESIGNED TO RELIABLY IDENTIFY AND EVALUATE THE VARIABLES WHICH CONTRIBUTE TO A PROGRAM'S SUCCESS OR FAILURE. EDUCATIONAL PARKS WHICH INCLUDE RESEARCH AND DEVELOPMENT CENTERS MAY BE PARTICULARLY EFFECTIVE BECAUSE THEY PROVIDE EDUCATORS WITH AN OPPORTUNITY TO EXPLORE THE COMPONENTS OF EFFECTIVE INSTRUCTION AND SUPPLY STUDENTS WITH QUALITY, INTEGRATED EDUCATION. SOME ONGOING PRESCHOOL PROGRAMS ARE SPECIFICALLY EXAMINED. (LB)

**ED 016 707** UD 004 452
**ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FY 66 ANNUAL EVALUATION REPORT.**
NEVADA STATE DEPT. OF EDUCATION, CARSON CITY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$0.96 22P.**
DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, ANNUAL REPORTS, EVALUATION METHODS, INNOVATION, INTERAGENCY COOPERATION, NEVADA, PRIVATE SCHOOLS, PROGRAM COORDINATION, SCHOOL DISTRICTS, SPECIAL SERVICES, STATE AGENCIES, STATISTICAL DATA,

THIS NEVADA DEPARTMENT OF EDUCATION REPORT CONTAINS ONLY THE NARRATIVE PORTION OF THE EVALUATION OF NEVADA'S COMPENSATORY EDUCATION PROJECTS. ONE PART DESCRIBES THE TECHNICAL ASSISTANCE AND SERVICES GIVEN TO THE LOCAL SCHOOL DISTRICTS BY THE STATE. BECAUSE ONLY 10 DISTRICTS SUBMITTED APPLICATIONS, THE STATE STAFF WAS ABLE TO OFFER CONSIDERABLE HELP IN DEVELOPING PROPOSALS, ORGANIZING SEMINARS AND INSERVICE ORIENTATION SESSIONS, ESTABLISHING FISCAL PROCEDURES, AND PROVIDING EDITORIAL ASSISTANCE. THE STATE STAFF DEVELOPED EVALUATION GUIDELINES WHICH INCLUDED FIVE SIMPLIFIED DESIGNS WITH EXAMPLES. THEY ALSO REVIEWED THE EVALUATION METHODS PROPOSED BY EACH LOCAL DISTRICT. THERE WAS SOME LOCAL CONFUSION ABOUT THE EVALUATION REQUIREMENTS, DEFINITIONS OF DEPRIVATION, THE POPULATION TO BE SERVED BY THE PROJECTS, AND ALLOCATIONS. NEVADA VIEWS THE USE OF TITLE I FUNDS AS A MEANS OF PROVIDING REMEDIATION FOR RURAL DISADVANTAGED AND GEOGRAPHICALLY ISOLATED YOUTH. COORDINATION WITH COMMUNITY ACTION PROGRAMS AND PROGRAMS FUNDED UNDER OTHER TITLES OF THE ELEMENTARY AND SECONDARY EDUCATION ACT WAS EFFECTIVE ON THE WHOLE. NONPUBLIC SCHOOLS CHOSE NOT TO INSTITUTE TITLE I ACTIVITIES. THE SECOND PART OF THIS REPORT IS AN ANALYSIS OF VARIOUS PROGRAMS, INCLUDING INNOVATIONS, WITH STATISTICAL AND DESCRIPTIVE DATA. (NH)

**ED 016 708** UD 004 454
**STATE ANNUAL EVALUATION REPORT FOR PREVIOUS FISCAL YEAR 1965-1966--ELEMENTARY AND SECONDARY EDUCATION ACT, 1965, TITLE I.**
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE
PUB DATE 16 DEC 66
**EDRS PRICE MF-$0.25 HC-$2.04 49P.**
DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, ANNUAL REPORTS, COOPERATIVE PROGRAMS, ESEA TITLE 1, EVALUATION METHODS, INFORMATION DISSEMINATION, INNOVATION, INTERAGENCY COOPERATION, MEASUREMENT INSTRUMENTS, PERSONNEL POLICY, PRIVATE SCHOOLS, PROGRAM ADMINISTRATION, PROGRAM BUDGETING, PROGRAM DEVELOPMENT, RHODE ISLAND, SCHOOL DISTRICTS, STATE AGENCIES, TABLES (DATA),

THE RHODE ISLAND DEPARTMENT OF EDUCATION ADMINISTERED ITS ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROGRAMS THROUGH A SPECIALLY ESTABLISHED OFFICE WHICH SERVED THE LOCAL EDUCATIONAL AGENCIES. THE TITLE I COORDINATOR INFORMED LOCAL UNITS OF THE PROVISIONS OF THE ACT AND PROVIDED CONSULTANTS TO HELP IN THE DEVELOPMENT OF PROPOSALS. EVALUATION GUIDELINES WERE DEVELOPED BY THE STATE, BASED ON FEDERAL REQUIREMENTS. MOST PROJECTS (22) USED A PRE- AND POSTTEST DESIGN TO COMPARE EXPECTED GAINS WITH OBSERVED GAINS AND LOSSES. THE MAJOR ADMINISTRATIVE PROBLEMS WERE THE DELUGE OF PROPOSALS TO BE REVIEWED IN A SHORT TIME AND THE CONFUSION OF THE LOCAL LEVEL ABOUT THE ACT'S PROVISIONS. LACK OF SUFFICIENT PERSONNEL ON BOTH STATE AND LOCAL LEVELS WAS ANOTHER PROBLEM. LOCAL DISTRICTS ALSO HAD DIFFICULTIES IN USING EVALUATION METHODOLOGY. ON THE WHOLE, COOPERATION BETWEEN COMMUNITY ACTION PROGRAMS AND LOCAL AGENCIES WAS GOOD, BUT CLEARER DELINEATION OF THE RESPONSIBILITIES AND OBLIGATIONS OF EACH UNIT IS FELT TO BE IMPORTANT. IN GENERAL LOCAL AGENCIES FELT THAT THEY SHOULD HAVE GREATER DISCRETION ABOUT THE ALLOCATION OF THEIR FUNDS, A POSTION WHICH REFLECTS A WISH FOR A GENERAL RATHER THAN A CATEGORICAL AID BILL. COOPERATIVE PROJECTS BETWEEN PUBLIC AND NONPUBLIC SCHOOLS WORKED SUCCESSFULLY. THE ESTABLISHMENT OF ACADEMIC REMEDIATION PROGRAMS WAS THE MAJOR FUNDED ACTIVITY. THE DOCUMENT CONTAINS THE REQUIRED COMPREHENSIVE ANALYSIS OF THE PROJECTS' ACTIVITIES, STAFF RECRUITMENT METHODS, EVALUATION MEASURES, AND DATA ON PROJECT EFFECTIVENESS, ATTENDANCE, AND DROPOUT RATES. (NH)

**ED 016 709** UD 004 463
**FIVE YEARS OF CHANGE IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MICHIGAN, A RESEARCH REPORT TO THE CITIZENS OF MICHIGAN, 1.**
MICHIGAN ST. DEPT. OF PUBLIC INSTR., LANSING
PUB DATE 64
**EDRS PRICE MF-$0.25 HC-$1.72 41P.**
DESCRIPTORS *CHARTS, *EDUCATIONAL CHANGE, *ELEMENTARY SCHOOLS, *SCHOOL DISTRICTS, *SCHOOL SURVEYS, *SECONDARY SCHOOLS, CURRICULUM DEVELOPMENT, EDUCATIONAL TELEVISION, EXTENDED SCHOOL DAY, HOMOGENEOUS GROUPING, MICHIGAN, PROGRAMED INSTRUCTION, SUMMER SCHOOLS, TEAM TEACHING,

THIS RESEARCH REPORT PRESENTS THE FINDINGS OF A SURVEY OF TRENDS IN EDUCATIONAL CHANGE OVER A 5-YEAR PERIOD IN MICHIGAN. THE REPORT SUMMARIZES THE RESPONSES TO A QUESTIONNAIRE SENT TO SCHOOL DISTRICTS THROUGHOUT THE STATE. IN BRIEF STATEMENTS AND CHARTS IT DESCRIBES THE SCHOOL DISTRICTS' USE OF EDUCATIONAL TELEVISION, PROGRAMED INSTRUCTION, TEAM TEACHING, EXTENDED SCHOOL DAY AND YEAR, HOMOGENEOUS GROUPING, CURRICULUM STUDY COMMITTEES, AND ELEMENTARY AND SECONDARY SCHOOL CURRICULUMS. THE CHARTS PRESENT DATA ON THE PERCENTAGE OF SCHOOLS WHICH REPORTED ACTIVITIES IN THESE AREAS DURING THE PERIOD FROM 1957 TO 1964. THE APPENDIX TO THE REPORT CONTAINS CHARTS DEPICTING ORGANIZATIONAL AND CURRICULUM CHANGES ON BOTH THE ELEMENTARY AND SECONDARY SCHOOL LEVELS. TWO SAMPLE SURVEY FORMS ARE INCLUDED IN THE DOCUMENT. (NH)

**ED 016 710** UD 004 467
*MCCARTHY, JOSEPH F.X.*
**THE EDUCATION PARK--WHAT SHOULD IT BE--EDUCATIONAL SPECIFICATIONS FOR THE NORTHEAST BRONX EDUCATION PARK.**
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
PUB DATE AUG 66
**EDRS PRICE MF-$0.25 HC-$1.72 41P.**
DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL PARKS, *PHYSICAL FACILITIES, BRONX, COMMUNITY SCHOOLS, COMPREHENSIVE HIGH SCHOOLS, ILLUSTRATIONS, MIDDLE SCHOOLS, NEW YORK CITY, PHYSICAL EDUCATION, PRIMARY GRADES, SCHOOL ADMINISTRATION, SCHOOL COMMUNITY

RELATIONSHIP, SCHOOL INTEGRATION, SCHOOL ORGANIZATION,

PRESENTED IS A DETAILED REPORT ON PLANS FOR AN EDUCATIONAL PARK IN THE BRONX IN NEW YORK CITY. THE SPECIFICATIONS FOR THE PARK ARE BASED ON THE MAJOR CRITERIA OF (1) PROVISION FOR SCHOOL INTEGRATION, (2) DEVELOPMENT OF A SOUND COMMUNITY-SCHOOL RELATIONSHIP, (3) IMPLEMENTATION OF GRADE LEVEL REORGANIZATION AS SET FORTH BY BOARD OF EDUCATION POLICIES, (4) ORGANIZATIONAL AND CURRICULAR INNOVATIONS, (5) IMPROVED ARTICULATION AMONG THE THREE SCHOOL LEVELS, AND (6) ECONOMY THROUGH JOINT USE OF FACILITIES. THE REPORT POINTS OUT THAT THE SITE THAT HAS BEEN SELECTED MAKES INTEGRATION OF THE STUDENT BODY FEASIBLE BECAUSE IT IS ADJACENT TO A PLANNED MIDDLE-INCOME, PREDOMINANTLY WHITE COOPERATIVE APARTMENT DEVELOPMENT, ADJOINS A NEIGHBORHOOD THAT HAS A LARGE EXISTING NEGRO POPULATION, AND WILL BE NEAR A LOW-INCOME HOUSING PROJECT. IT IS PLANNED THAT THE PARK HAVE A STUDENT CAPACITY OF 10,400 AND THAT IT BE USED FOR AFTER-SCHOOL STUDY CENTERS, EVENING HIGH SCHOOLS, COMMUNITY EDUCATION, AND SUMMER PROGRAMS. THE PARK WILL BE ORGANIZED INTO A PRIMARY UNIT FROM KINDERGARTEN THROUGH FOURTH GRADE, AN INTERMEDIATE SCHOOL, AND A COMPREHENSIVE HIGH SCHOOL. THE PHYSICAL AND EDUCATIONAL FACILITIES OF THE PARK ARE THOROUGHLY DESCRIBED IN THE REPORT, AND METHODS OF COPING WITH THE DISADVANTAGES OF SUCH A MASSIVE CENTER ARE DISCUSSED. THE REPORT ALSO INCLUDES DIAGRAMS, SCHEMATIC PRESENTATIONS, A MAP OF THE SITE AND ITS SURROUNDINGS, AND A PHOTOGRAPH OF THE MODEL. (NH)

**ED 016 711** UD 004 538

*OWEN, FREYA W.*

LEARNING DISABILITY--A FAMILIAL STUDY.

PUB DATE 31 MAR 67

EDRS PRICE MF-$0.25 HC-$0.52 11P.

DESCRIPTORS *COMPARATIVE ANALYSIS, *EDUCATIONALLY DISADVANTAGED, *IDENTIFICATION, *LEARNING DIFFICULTIES, *PARENTAL BACKGROUND, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL STUDENTS, HEREDITY, HIGH ACHIEVERS, JUNIOR HIGH SCHOOL STUDENTS, MATCHED GROUPS, PARENTS, READING DIFFICULTY, RESEARCH REVIEWS (PUBLICATIONS), SIBLINGS,

TO AID IN THE DEVELOPMENT OF APPROPRIATE REMEDIAL MEASURES, A STUDY OF EDUCATIONALLY HANDICAPPED STUDENTS WAS CONDUCTED IN A PALO ALTO, CALIFORNIA, MIDDLE-CLASS SCHOOL DISTRICT WITH A SAMPLE OF 304 ELEMENTARY AND JUNIOR HIGH SCHOOL STUDENTS. THE TWO IMMEDIATE PURPOSES OF THE STUDY WERE--(1) TO DISCOVER HOW TO IDENTIFY, DESCRIBE, AND LABEL MORE PRECISELY THE CHARACTERISTICS OF EDUCATIONALLY HANDICAPPED CHILDREN, AND (2) TO FURTHER CLARIFY THE CAUSES OF LEARNING DISABILITIES. FIRST EDUCATIONALLY HANDICAPPED CHILDREN AND THEIR SAME SEX SIBLINGS WERE MATCHED WITH ACADEMICALLY SUCCESSFUL CHILDREN AND THEIR SAME SEX SIBLINGS. THE CHILD'S ORDINAL POSITION WITHIN THE FAMILY WAS NOT FOUND TO BE SIGNIFICANTLY RELATED TO HIS LEARNING DISABILITY. THEN TO EXPLORE OTHER FAMILIAL ASPECTS OF POOR LEARNING ABILITY, THE PARENTS OF THE CHILDREN IN BOTH GROUPS WERE COMPARED. IT WAS FOUND THAT THE SOCIOECONOMIC AND EDUCATIONAL BACKGROUNDS OF THE PARENTS DID NOT DIFFER MARKEDLY. HOWEVER THE PARENTS OF THE ACADEMICALLY SUCCESSFUL GROUP DID BETTER ON HIGH SCHOOL READING TESTS ADMINISTERED AS PART OF THE STUDY THAN DID THE PARENTS OF THE EDUCATIONALLY HANDICAPPED CHILDREN. THEY ALSO HAD RECEIVED HIGHER GRADES IN HIGH SCHOOL ENGLISH AND LANGUAGE ARTS COURSES. IN MATHEMATICS THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE FATHERS IN THE TWO GROUPS ALTHOUGH THE MOTHERS OF THE ACADEMICALLY SUCCESSFUL GROUP HAD RECEIVED HIGHER HIGH SCHOOL GRADES THAN DID THE MOTHERS IN THE HANDICAP GROUP. A SECOND PHASE OF THE STUDY WILL BE COMPLETED AND REPORTED LATER. THIS PAPER WAS PREPARED FOR PRESENTATION AT THE SRCD MEETINGS IN NEW YORK, MARCH 31, 1967. (DK)

**ED 016 712** UD 004 542

*HALLER, ARCHIBALD O. MILLER, IRWIN W.*

THE OCCUPATIONAL ASPIRATION SCALE--THEORY, STRUCTURE AND CORRELATES.

MICHIGAN ST. UNIV., EAST LANSING, AGR. EXP. STATION

REPORT NUMBER AES-TB-288

PUB DATE 63

EDRS PRICE MF-$0.50 HC-$4.36 107P.

DESCRIPTORS *ASPIRATION, *EVALUATION, *OCCUPATIONAL CHOICE, *PREDICTION, *TEST CONSTRUCTION, ACADEMIC ACHIEVEMENT, OCCUPATIONAL ASPIRATION SCALE, PERSONALITY, SECONDARY SCHOOL STUDENTS, SELF CONCEPT, SOCIAL DIFFERENCES, TEST RELIABILITY, TEST VALIDITY, VOCATIONAL COUNSELING,

A SCALE TO MEASURE THE LEVEL OF OCCUPATIONAL ASPIRATION (LOA) OF SECONDARY SCHOOL STUDENTS AS A PREDICTIVE TOOL IN FUTURE OCCUPATIONAL CHOICE IS PRESENTED AND EXTENSIVELY EVALUATED IN THIS MONOGRAPH. THE OCCUPATIONAL ASPIRATION SCALE IS AN EASILY ADMINISTERED INSTRUMENT WHICH FOCUSES ON IDEALISTIC AND REALISTIC EXPRESSION LEVELS AS WELL AS ON SHORT RANGE AND LONG RANGE TIME GOAL PERIODS. EMPIRICAL DATA PRESENTED SHOWS THAT THE PREDICTED CORRELATIONS IN THE LOA CONCEPT ARE BORNE OUT 80 PERCENT OF THE TIME WHILE PREDICTED NONCORRELATES ARE FOUND TRUE 70 PERCENT OF THE TIME. HYPOTHESES ABOUT THE BEHAVIOR OF LOA INCLUDE HIGH POSITIVE CORRELATIONS BETWEEN (1) LOA AND SUBSEQUENT LEVEL OF OCCUPATIONAL ACHIEVEMENT, (2) LOA AND ANY MEASURE OF SUCCESS IN SCHOOL, (3) LOA AND ANY PERSONAL ORIENTATION TENDING TO PRODUCE THE EXPERIENCE OF SUCCESS, (4) LOA AND ANY PERSONAL ORIENTATION EXPRESSING THE WILLINGNESS TO ACT INDEPENDENTLY, (5) LOA AND THE DEGREE TO WHICH THE SOCIAL STATES OF THE PERSON TENDS TO PRODUCE SUCCESS IN OCCUPATIONALLY RELATED AREAS OF BEHAVIOR, (6) LOA AND THE SUCCESS ORIENTATIONS OF THE GROUP TO WHICH THE STUDENT BELONGS, AND (7) LOA AND SELF-CONCEPTIONS CONCERNING SUCCESS OR ACHIEVEMENT ORIENTATION. IT IS FELT THAT, ALTHOUGH MORE TESTING OF ITS PREDICTIVE VALIDITY AND FURTHER SAFEGUARDS AGAINST STUDENT FAKING ARE REQUIRED, THE OCCUPATIONAL ASPIRATION SCALE IS A SATISFACTORY INSTRUMENT FOR RESEARCH ON LOA AND MAY BE ESPECIALLY USEFUL TO VOCATIONAL COUNSELORS. (DK)

**ED 016 713** UD 004 600

*ASBELL, BERNARD, ED.*

NATIONAL CONFERENCE ON EDUCATION OF THE DISADVANTAGED, REPORT OF A NATIONAL CONFERENCE (WASHINGTON, D.C., JULY 18-20, 1966).

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

REPORT NUMBER OE-37004

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$3.40 83P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *CONFERENCE REPORTS, *DISADVANTAGED YOUTH, COMMUNITY INVOLVEMENT, CURRICULUM DEVELOPMENT, EDUCATIONAL RESEARCH, ESEA TITLE 1, FAMILY INVOLVEMENT, INSERVICE TEACHER EDUCATION, SCHOOL INTEGRATION, SCHOOL RESPONSIBILITY, TEACHER AIDES, THEATER ARTS,

THIS REPORT OF A NATIONAL PLANNING CONFERENCE ON EDUCATION FOR DISADVANTAGED YOUTH CONTAINS SUMMARIES OF THE CONFERENCE'S PANEL DISCUSSIONS AND TEXTS OF SEVERAL ADDRESSES. THE PANELS CONCENTRATED ON THE NATURE OF THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) TITLE I PROGRAMS, THE EXTENT OF THE SCHOOL'S RESPONSIBILITY TO ELIMINATE EDUCATIONAL AND SOCIAL DISADVANTAGEMENT, TEACHER TRAINING AND TEACHER AIDES, APPROACHES TO CURRICULUM AND LEARNING, PARENTAL AND COMMUNITY INVOLVEMENT, AND RESEARCH AND EVALUATION. ESEA TITLE I PROGRAMS FOR MUSIC, THEATER, AND DANCE AND THE RELATIONSHIP OF TITLE I TO SCHOOL DESEGREGATION WERE ALSO CONCERNS OF THE CONFERENCE. SPEECHES WERE DELIVERED BY THE PRESIDENT AND VICE PRESIDENT OF THE UNITED STATES, THE UNITED STATES COMMISSIONER OF EDUCATION, AND THE DIRECTOR OF THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES. THIS DOCUMENT IS AVAILABLE AS CATALOG NO. FS-5.237--37004 FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402, FOR $0.55. (LB)

**ED 016 714** UD 004 706

*CORNING, HOBART M.*

THE PRESENT STATUS OF SCHOOL DESEGREGATION AND PLANS TO FURTHER FACILITATE THE TRANSITION OF EDUCATIONAL PROGRAMS IN SUSSEX COUNTY, DELAWARE.... INTERIM REPORT.

PUB DATE 13 DEC 66

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *COMMUNITY COLLEGES, *INSTITUTES (TRAINING PROGRAMS), *SCHOOL DISTRICTS, *SCHOOL INTEGRATION, BIRACIAL SCHOOLS, CONSULTANTS, DELAWARE, INSERVICE PROGRAMS, INTEGRATED ACTIVITIES, RACE RELATIONS, SUSSEX COUNTY,

THIS REPORT INDICATES THAT EACH SCHOOL DISTRICT IN SUSSEX COUNTY HAS CARRIED OUT PREVIOUSLY FORMULATED PLANS TO PREPARE FOR THE

CHANGE FROM UNIRACIAL TO BIRACIAL SCHOOLS. TEN ALL-NEGRO SCHOOLS HAVE BEEN PHASED OUT, AND STUDENTS AND MOST OF THE STAFF HAVE BEEN ABSORBED INTO FORMERLY ALL-WHITE SCHOOLS. SOME INTEGRATED ACTIVITIES FOR STUDENTS AND TEACHERS HAVE TAKEN PLACE. THE PUBLIC IS SAID TO HAVE BEEN GENERALLY COOPERATIVE, AND DESEGREGATION HAS BEEN FREE OF CONFLICT AND OPPOSITION. IT IS FELT THAT INTEGRATION IN THESE DESEGREGATED SCHOOLS WOULD BE GREATLY FACILITATED BY PROFESSIONAL INSERVICE INSTITUTES WHICH FOCUS BOTH ON GENERAL CONSIDERATIONS AND ON LOCAL NEEDS. THE REPORT INCLUDES BRIEF DESCRIPTIONS OF FOUR CONFERENCES WHICH WERE ADDRESSED BY EXPERT CONSULTANTS, AND ONE PART OF THE DOCUMENT DEALS WITH THE SPECIAL PROBLEM OF PHASING OUT A PREVIOUSLY ALL-NEGRO COUNTYWIDE HIGH SCHOOL. IT HAD BEEN PROPOSED THAT THIS MODERN AND WELL-EQUIPPED FACILITY BE CONVERTED INTO A COMMUNITY COLLEGE, A PROPOSAL WHICH HAS BEEN APPROVED BY THE STATE LEGISLATURE. A BOARD OF TRUSTEES IS PRESENTLY PLANNING A COMPREHENSIVE 2-YEAR COMMUNITY COLLEGE AND TECHNICAL INSTITUTE FOR THE SITE. (NH)

**ED 016 715** UD 004 710

*COHEN, DAVID K.*

**POLICY FOR THE PUBLIC SCHOOLS--COMPENSATION OR INTEGRATION.**

PUB DATE NOV 67

**EDRS PRICE MF-$0.25 HC-$1.68 40P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMPENSATORY EDUCATION PROGRAMS, *COSTS, *RACIAL ATTITUDES, *SCHOOL INTEGRATION, DISADVANTAGED YOUTH, EDUCATIONAL COMPLEXES, EDUCATIONAL POLICY, MORE EFFECTIVE SCHOOLS, NEGRO TEACHERS, NEGROES, PUBLIC SCHOOLS, RACIAL SEGREGATION, SOCIAL CLASS, STAFF IMPROVEMENT, STUDENT TEACHER RATIO, TEACHER RECRUITMENT,

IN CHOOSING BETWEEN SCHOOL DESEGREGATION AND SEGREGATED COMPENSATORY EDUCATION, POLICY MAKERS MUST CONSIDER THE CAUSES OF THE EDUCATIONAL RETARDATION OF NEGRO YOUTH AND THE SOCIAL, PSYCHOLOGICAL, AND FISCAL COSTS OF EACH POLICY. RESEARCH HAS SHOWN SOCIAL CLASS AND THE RACIAL COMPOSITION OF THE SCHOOLS RATHER THAN "CULTURAL DEPRIVATION" TO BE THE MAJOR CAUSE OF ACADEMIC FAILURE AMONG NEGRO YOUTH. TO COUNTERACT THE NEGATIVE EFFECTS OF A COMPENSATORY EDUCATION PROGRAM IN SUCH A SCHOOL ENVIRONMENT, EDUCATORS WOULD HAVE TO INSTITUTE CHANGES IN THE SCHOOL'S ORGANIZATION, LIKE DRAMATICALLY REDUCING TEACHER-PUPIL RATIOS. HOWEVER, EVEN IF IN ALL ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS THIS RATIO WERE REDUCED TO 6 TO 1, THE COST OF INSTRUCTION WOULD INCREASE FROM $.5 BILLION TO $8.6 BILLION. AND DESPITE INCENTIVES ABLE TEACHERS ARE NOT INCLINED TO TEACH IN SEGREGATED COMPENSATORY EDUCATION PROGRAMS. SUCH PROGRAMS PERMANENTLY ESTABLISH RACIST ATTITUDES AMONG NEGRO AND WHITE STUDENTS AND PERPETRATE RACIAL SEPARATISM IN HOUSING AND OTHER LIVING PATTERNS. ONLY A POLICY OF SCHOOL INTEGRATION--ACCOMPANIED BY GENERAL SCHOOL IMPROVEMENT--CAN MAKE IT POSSIBLE FOR THE NEGRO TO GAIN ACCESS TO THE SAME EDUCATIONAL RESOURCES AS WHITES. EDUCATIONAL PARKS COULD POSSIBLY SATISFY BOTH REQUIREMENT. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

**ED 016 716** UD 004 715

*JAQUITH, D.H.*

**SCHOOL INTEGRATION IN SYRACUSE, NEW YORK.**

PUB DATE NOV 67

**EDRS PRICE MF-$0.25 HC-$0.60 13P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *BOARD OF EDUCATION POLICY, *BUS TRANSPORTATION, *RACIAL BALANCE, *SCHOOL INTEGRATION, CAUCASIAN STUDENTS, EDUCATIONAL COMPLEXES, INTEGRATION PLANS, NEGRO STUDENTS, NEW YORK, PUBLIC SCHOOLS, SYRACUSE, TRANSFER POLICY,

PLANS ARE UNDERWAY TO PROVIDE RACIAL BALANCE THROUGHOUT THE PUBLIC SCHOOL SYSTEM OF SYRACUSE, NEW YORK. OF THE APPROXIMATELY 31,000 CHILDREN ENROLLED IN THE SCHOOLS, 18 PERCENT ARE NONWHITE. WHEN AFTER THREE YEARS A WELL-RUN PROGRAM OF COMPENSATORY EDUCATION FAILED TO PRODUCE ANY MEASURABLE ACADEMIC IMPROVEMENT AMONG STUDENTS AT THE THREE PREDOMINANTLY NONWHITE SCHOOLS, ADMINISTRATORS BEGAN TO BUS SMALL NUMBERS OF NEGRO PUPILS TO HIGH-ACHIEVING WHITE SCHOOLS. THE 30 PUPILS WHO WERE BUSED MADE SIGNIFICANT ACADEMIC PROGRESS AND, WHEN INTERVIEWED, IMPLIED THAT IT WAS THE ATTITUDE AND MOTIVATION OF THEIR WHITE CLASSMATES WHICH MADE THEM ACHIEVE MORE. TWO OF THE THREE NEGRO SCHOOLS WERE THEN CLOSED AND PUPILS BUSED TO INTEGRATED SCHOOLS. COMPARED WITH STUDENTS IN THE REMAINING NEGRO SCHOOL, THE TRANSPORTED PUPILS DOUBLED THEIR ADVANCES IN READING ACHIEVEMENT. HOWEVER, WHEN IN RESPONSE TO PRESSURES FROM THE NEGRO COMMUNITY PLANS WERE FORMULATED TO CROSS-BUS WHITE PUPILS INTO THIS MAJORITY NEGRO SCHOOL, THE WHITE COMMUNITY OBJECTED. RECENTLY, A PROGRAM OF COMPULSORY REASSIGNMENT OF CERTAIN NEGRO PUPILS TO INTEGRATED SCHOOLS HAS BEEN BEGUN. ALSO PLANNED IS AN INTEGRATED "EXCEL" SCHOOL FOR GIFTED PUPILS. IT IS ESTIMATED THAT BY SEPTEMBER 1968, NO SYRACUSE PUBLIC SCHOOL WILL BE MORE THAN 50 PERCENT NEGRO. NEVERTHELESS, FOR THIS TO HAPPEN THERE MUST BE A "CAMPUS PLAN" OF ELEMENTARY SCHOOL COMPLEXES AND MORE EFFECTIVE SCHOOL BOARD LEADERSHIP. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

**ED 016 717** UD 004 717

*JUDD, HARLAN C.* *ENGLISH, JAMES F., JR.*

**BUSINESS INVOLVEMENT IN GREATER HARTFORD'S EDUCATIONAL EXPERIMENT.**

PUB DATE NOV 67

**EDRS PRICE MF-$0.25 HC-$0.52 11P.**

DESCRIPTORS *BUSINESS RESPONSIBILITY, *COMMUNITY LEADERS, *COMMUNITY PROBLEMS, *DEPRESSED AREAS (GEOGRAPHIC), *SCHOOL INTEGRATION, BUS TRANSPORTATION, CHAMBERS OF COMMERCE, COMMUNITY COOPERATION, CONFERENCES, CONNECTICUT, ECONOMIC DEVELOPMENT, ECONOMICALLY DISADVANTAGED, HARTFORD, OPERATION GO, PROJECT CONCERN, SLUM SCHOOLS, SUBURBAN SCHOOLS, TRANSFER PROGRAMS,

RECOGNIZING THEIR FINANCIAL STAKE IN THE SOCIAL AND ECONOMIC HEALTH OF THE COMMUNITY, HARTFORD BUSINESS LEADERS THROUGH THE CHAMBER OF COMMERCE HAVE BEEN WORKING TO REMEDY THE SOCIAL ILLS ENDEMIC TO THE CENTRAL AREAS OF THE CITY. SOME OF THE PROBLEMS HAVE RESULTED FROM A GROWING EXODUS OF WHITE PERSONS FROM CITY TO SUBURBAN AREAS AND A CORRESPONDING MOVEMENT OF POORLY EDUCATED RURAL SOUTHERNERS AND PUERTO RICANS INTO THE CORE OF THE CITY. ALMOST 30,000 OF HARTFORD'S 162,000 TOTAL POPULATION ARE NEGRO, 42.5 PERCENT OF THE 26,458 PUBLIC SCHOOL POPULATION (1966) ARE NEGRO, AND 9.5 PERCENT ARE PUERTO RICAN. ALMOST 15 PERCENT OF THE TOTAL POPULATION RECEIVES WELFARE PAYMENTS. AT A CONFERENCE ON METROPOLITAN COOPERATION AND DEVELOPMENT IT WAS DECIDED TO ATTACK THESE PROBLEMS ON A REGIONAL BASIS. AFTER MEETING WITH CONSULTANT SPECIALISTS AND VARIOUS REPRESENTATIVES OF THE SCHOOLS AND THE COMMUNITY, THE CHAMBER OF COMMERCE IN 1966 ADOPTED A COMPREHENSIVE COORDINATED PROJECT TO COUNTERACT HOUSING, EMPLOYMENT, AND EDUCATIONAL PROBLEMS. PART OF THE PROJECT WAS A PROGRAM TO BUS ABOUT 400 PUPILS FROM THE CITY INTO SUBURBAN SCHOOLS. EXTENSIVE EFFORTS WERE MADE AT THE TIME TO GAIN THE SUPPORT OF INFLUENTIAL SEGMENTS OF THE COMMUNITY. AFTER ONE YEAR IN OPERATION, THIS BUSING PROGRAM APPEARS TO BE SUCCESSFUL, AND PLANS ARE BEING MADE FOR ITS CONTINUATION BEYOND THE ORIGINALLY STIPULATED 2-YEAR PERIOD. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

**ED 016 718** UD 004 723

*DENTLER, ROBERT A.* *ELSBERY, JAMES*

**BIG CITY SCHOOL DESEGREGATION--TRENDS AND METHODS.**

PUB DATE NOV 67

**EDRS PRICE MF-$0.25 HC-$0.88 20P.**

DESCRIPTORS *INTEGRATION METHODS, *INTEGRATION PLANS, *SCHOOL INTEGRATION, *URBAN AREAS, CITY DEMOGRAPHY, DATA, EDUCATIONAL COMPLEXES, EDUCATIONAL PARKS, FEDERAL LEGISLATION, SCHOOL DISTRICTS, SCHOOL SEGREGATION, SUBURBAN SCHOOLS, TABLES (DATA), URBAN SCHOOLS,

THE CONCERNS OF THIS SPEECH ARE THE EXTENT OF SCHOOL SEGREGATION IN THE NATION'S 20 LARGEST CITIES, THE STEPS WHICH HAVE BEEN AND MIGHT BE TAKEN TO DESEGREGATE THEIR SCHOOL SYSTEMS, AND THE STRATEGIES NECESSARY TO EFFECTIVELY IMPLEMENT

SCHOOL DESEGREGATION PLANS. THERE IS ALMOST TOTAL RESIDENTIAL SEGREGATION IN 13 OF THESE CITIES. SEVENTY PERCENT OF ALL NEGRO PUPILS IN THESE CITIES ATTEND SCHOOLS WHICH HAVE A 90 TO 100 PERCENT NEGRO SCHOOL POPULATION, AND THERE ARE INDICATIONS THAT SCHOOL SEGREGATION CONTINUES TO INCREASE. IN EACH OF THE CITIES THERE ARE BETWEEN ONE AND THREE LIMITED REMEDIES IN OPERATION, INCLUDING SUCH PLANS AS FREE CHOICE TRANSFER, OPEN ENROLLMENT, AND CHANGES IN ATTENDANCE ZONES, BUT FEW COMPREHENSIVE REMEDIES ARE IN ACTUAL OPERATION. POSSIBLE COMPREHENSIVE SOLUTIONS INCLUDE (1) MAGNET SCHOOLS, (2) EDUCATIONAL COMPLEXES OR CLUSTERS, WHICH INVOLVE A POOLING OF TEACHERS, SERVICES, AND STUDENTS WITHIN A GEOGRAPHICALLY LIMITED NUMBER OF SCHOOLS, (3) ADMINISTRATIVE DECENTRALIZATION, AND (4) A POTENTIAL REAFFIRMATION OF EXISTING NEIGHBORHOOD SEGREGATION. EDUCATIONAL PARKS OFFER A VARIETY OF BENEFITS, BUT TO BE EFFECTIVE THEY MUST INTEGRATE STUDENTS FROM URBAN AND SUBURBAN DISTRICTS AND BE FINANCED UNDER A FEDERAL URBAN REDEVELOPMENT PROGRAM. THE INTERDISTRICT, URBAN-SUBURBAN COOPERATION INTRINSIC TO SUCH A PLAN IS ONE OF THE MOST FEASIBLE METHODS OF SCHOOL DESEGREGATION. TO IMPLEMENT DESEGREGATION STRATEGIES, ADMINISTRATORS MUST STRESS THE EDUCATIONAL BENEFITS OF DESEGREGATION FOR ALL CITIZENS, AND NEW FEDERAL POLICIES MUST LEGALLY REQUIRE COMPREHENSIVE EFFORTS. THIS PAPER WAS PREPARED FOR THE NATIONAL CONFERENCE ON EQUAL EDUCATIONAL OPPORTUNITY IN AMERICA'S CITIES, SPONSORED BY THE U.S. COMMISSION ON CIVIL RIGHTS, WASHINGTON, D.C., NOVEMBER 16-18, 1967. (LB)

**ED 016 719 24 UD 004 741**
*BURKET, GEORGE R. FLANAGAN, JOHN C.*
**PROJECT TALENT, IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS–SELECTED PUPIL AND SCHOOL CHARACTERISTICS IN RELATION TO PERCENTAGE OF NEGROES IN SCHOOL ENROLLMENT. FINAL REPORT.**
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-635
PUB DATE 63
**EDRS PRICE MF-$0.75 HC-$5.20 128P.**

DESCRIPTORS *EDUCATIONAL PRACTICE, *NEGRO STUDENTS, *STATISTICAL DATA, *STUDENT CHARACTERISTICS, *STUDENT ENROLLMENT, GENERAL SCHOOL CHARACTERISTICS QUEST, GUIDANCE PROGRAM QUESTIONNAIRE, HIGH SCHOOLS, PROJECT TALENT, SCHOOL POLICY, SCHOOL STATISTICS, TABLES (DATA),

CONSISTING MAINLY OF TABLES, THIS REPORT PRESENTS THE FINDINGS OF A STATISTICAL STUDY WHICH EXAMINED THE DIFFERENCES AND SIMILARITIES AMONG 733 PROJECT TALENT SENIOR HIGH SCHOOLS WITH VARYING PROPORTIONS OF NEGRO ENROLLMENT. THE FACTORS STUDIED IN THESE SCHOOLS WERE EDUCATIONAL OUTCOMES, SCHOOL PRACTICES, STUDENT BODY CHARACTERISTICS, AND SCHOOL BOARD POLICIES. FINDINGS ARE BASED ON RESPONSES TO 17 QUESTIONS FROM THE GENERAL SCHOOL CHARACTERISTICS QUESTIONNAIRE AND TWO ITEMS FROM THE GUIDANCE PROGRAM QUESTIONNAIRE. DATA ON PUPIL CHARACTERISTICS SHOW THAT THERE IS A TENDENCY FOR MEAN PROJECT TALENT TEST SCORES TO DECREASE AS THE NEGRO ENROLLMENT PERCENTAGE INCREASES. TEST MEANS ARE ABOUT AS HIGH FOR SCHOOLS ENROLLING 1-97 PERCENT NEGROES AS FOR SCHOOLS WITH NO NEGROES. MOST TEST MEANS SHOW SMALL DIFFERENCES BETWEEN SCHOOLS IN LOW- AND MEDIUM-QUALITY HOUSING AREAS. THE HIGHER THE NEGRO ENROLLMENT, THE SMALLER THE PERCENTAGE OF STUDENTS ENTERING COLLEGE, BUT COLLEGE ENTRANCE IS POSITIVELY RELATED TO SIZE OF SCHOOL AND COMMUNITY AND HOUSING QUALITY REGARDLESS OF THE EXTENT OF NEGRO ENROLLMENT. DROPOUT RATES, INCIDENCE PUPILS WITH A SPANISH OR LATIN AMERICAN BACKGROUND, AND ABSENTEEISM ARE HIGHER IN SCHOOLS WITH GREATER NEGRO ENROLLMENT. THERE ARE VARIOUS RELATIONSHIPS AMONG THE SCHOOL POLICY AND PRACTICE VARIABLES OF CLASS SIZE, AVERAGE ANNUAL PER PUPIL EXPENDITURE, STARTING SALARY OF MALE TEACHERS, TEACHER EXPERIENCE, LIBRARY SIZE, GUIDANCE PROGRAM AND BUDGET, AMOUNT OF HOMEWORK, ADVANCE PLACEMENT COURSES, AND AVAILABILITY OF SUMMER PROGRAMS. (NH)

**ED 016 720 UD 004 887**
*SENIOR, CLARENCE WATKINS, DONALD O.*
**TOWARD A BALANCE SHEET OF PUERTO RICAN MIGRATION.**
PUB DATE 66
**EDRS PRICE MF-$0.50 HC-$4.32 106P.**

DESCRIPTORS *MIGRATION PATTERNS, *POPULATION TRENDS, *PUERTO RICANS, *URBAN IMMIGRATION, ANNOTATED BIBLIOGRAPHIES, DATA, FAMILY STRUCTURE, IMMIGRANTS, LABOR FORCE, MIGRANT YOUTH, MIGRATION, NEW YORK CITY, PUERTO RICO, RURAL AREAS, SAN JUAN, STUDENTS, UNEMPLOYMENT, UNITED STATES, URBAN AREAS,

PATTERNS OF MIGRATION WITHIN PUERTO RICO AND TO AND FROM THE UNITED STATES ARE EXAMINED IN DEPTH IN THIS DISCUSSION. SUCH PROBLEMS AS THE HIGH MOBILITY OF PUERTO RICAN SCHOOL CHILDREN IN THE UNITED STATES (NEW YORK CITY ESPECIALLY) AND PUERTO RICAN EMPLOYMENT PATTERNS ARE ELABORATED ON IN THE DISCUSSION, AND DATA ON THE "SELECTIVITY PROCESS" IN MIGRATION IS PRESENTED. IT IS FELT THAT MIGRATING OFFERS THE PUERTO RICAN AND HIS FAMILY MORE ECONOMIC AND SOCIAL OPPORTUNITIES THAN THEY HAD PREVIOUSLY. MOREOVER THERE ARE GAINS FOR THE AREA MIGRATED TO AS WELL AS FOR THE AREA FROM WHICH THE MIGRANT HAS DEPARTED BECAUSE OF A REDISTRIBUTION OF MANPOWER ACCORDING TO SUPPLY AND DEMAND. A CRITICALLY ANNOTATED BIBLIOGRAPHY OF BOOKS, ESSAYS, REPORTS, SPEECHES, AND SURVEYS FOLLOWS THIS DISCUSSION. THIS ARTICLE IS PUBLISHED IN "STATUS OF PUERTO RICO–, SELECTED BACKGROUND STUDIES, FOR THE UNITED STATES-PUERTO RICO COMMISSION ON THE STATUS OF PUERTO RICO," WASHINGTON, D.C., U.S. GOVERNMENT PRINTING OFFICE, 1966. (LB)

**ED 016 721 24 UD 005 024**
*DENMARK, FLORENCE L. AND OTHERS*
**COMMUNICATION PATTERNS IN INTEGRATED CLASSROOMS AND PRE-INTEGRATION SUBJECT VARIABLES AS THEY AFFECT THE ACADEMIC ACHIEVEMENT AND SELF-CONCEPT OF PREVIOUSLY SEGREGATED CHILDREN.**
Q
REPORT NUMBER BR-6-8253
PUB DATE AUG 67
GRANT OEG-1-6-068253-0647
**EDRS PRICE MF-$0.25 HC-$2.28 55P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *INTEGRATION EFFECTS, *NEGRO STUDENTS, *RACE RELATIONS, *SELF CONCEPT, CAUCASIAN STUDENTS, CHILDRENS EMBEDDED FIGURES TEST, COGNITIVE ABILITY, CONCEPT FORMATION, DATA, DENMARK SELF CONCEPT TEST, INTERACTION, LEITER INTERNATIONAL PERFORMANCE SCALE, PSYCHOLOGICAL TESTS, RESEARCH, SCHOOL INTEGRATION, TEACHER RATING, VERBAL ABILITY,

A RESEARCH PROJECT WAS CONDUCTED TO DETERMINE THE EFFECTS OF ONE YEAR OF SCHOOL INTEGRATION ON 87 LOWER-CLASS NEGRO ELEMENTARY SCHOOL STUDENTS IN A SUBURBAN NEW YORK COMMUNITY. IT WAS HYPOTHESIZED THAT THE INITIAL LEVEL OF STUDENTS' CONCEPT FORMATION, COGNITIVE STYLE (FIELD INDEPENDENCE), SELF-CONCEPT, AND INTERRACIAL CLASSROOM INTERATION WOULD RELATE POSITIVELY TO THEIR ACADEMIC ACHIEVEMENT AND SELF-CONCEPT AFTER INTEGRATION. IT WAS ALSO PREDICTED THAT AFTER INTEGRATION GRADE LEVEL AND ACADEMIC ACHIEVEMENT WOULD BE INVERSELY RELATED. CHANGES BEFORE AND AFTER INTEGRATION WERE MEASURED BY A VERBAL ABILITY TEST, TEACHER RATINGS, AND A SELF-CONCEPT TEST. THE NUMBER OF WHITE FRIENDSHIP CHOICES BY NEGRO STUDENTS WAS USED TO ASSESS PUPIL INTERACTION IN THE INTEGRATED CLASSROOM. IT WAS FOUND THAT ALTHOUGH THE PRE-INTEGRATION VARIABLES OF CONCEPT FORMATION, COGNITIVE STYLE, AND SELF-CONCEPT DID RELATE TO VERBAL ABILITY SCORES, THEIR PREDICTIVE POTENTIAL VARIED WITH GRADE AND SEX. TEACHER RATINGS WERE INVERSELY RELATED TO STUDENTS' SELF-CONCEPT AND UNRELATED TO MEASURES OF COGNITIVE STYLE AND VERBAL ABILITY. ALSO, THE TEACHERS RATED THE STUDENTS LOWER IN VERBAL SKILLS AFTER INTEGRATION THAN THEY HAD BEFORE, DESPITE STUDENTS IN GRADES 3 TO 5 PERFORMING MUCH CLOSER TO THE WHITE MEAN FOLLOWING INTEGRATION. NEGRO FRIENDSHIP CHOICES SHOWED THAT INTERRACIAL CLASSROOM INTERACTION WAS POSITIVELY RELATED TO ACADEMIC ACHIEVEMENT, BUT WAS INVERSELY RELATED TO SELF-CONCEPT, POSSIBLY BECAUSE NEGRO STUDENTS USED INTERRACIAL INTERACTION TO ENCOURAGE A LOWER SELF-IMAGE. (LB)

**ED 016 722 UD 005 028**
*CHESS, STELLA AND OTHERS*
**SOCIAL CLASS AND CHILD-REARING PRACTICES.**
PUB DATE 17 NOV 67
**EDRS PRICE MF-$0.25 HC-$0.56 12P.**

DESCRIPTORS *BEHAVIOR PATTERNS, *PRESCHOOL CHILDREN, *PUERTO RICANS, *SOCIAL DIFFERENCES, *VERBAL COMMUNICATION, CHILD REARING, COGNITIVE DEVELOPMENT, FAMILY ENVIRONMENT, GROUP NORMS, LOWER CLASS, MIDDLE CLASS, MIDDLE CLASS NORM, RESEARCH, RESPONSE MODE, TASK PERFORMANCE,

THE BEHAVIORAL NORMS OF LOWER CLASS DISADVANTAGED CHILDREN ARE DIFFERENT FROM CHILDREN IN MORE MIDDLE CLASS GROUPS. THE BEHAVIOR OF LOWER CLASS CHILDREN IS INFLUENCED NOT ONLY BY GENERAL SOCIAL CLASS AND CULTURAL BACKGROUND BUT ALSO BY SUCH SPECIFIC INTRACLASS VARIABLES AS FAMILY ENVIRONMENT. THE PRESENT ABSENCE IN THE LITERATURE AND IN PRACTICE OF ANY SYSTEMATIC FRAMEWORK OF DIFFERENTIATED CRITERIA FOR DIFFERENT POPULATION GROUPS MAY OBSCURE CERTAIN BEHAVIORAL SHIFTS OCCURRING AMONG LOWER CLASS CHILDREN WHEN THEY ARE OBSERVED IN A MIDDLE CLASS SETTING. TO DEMONSTRATE THE DIFFERENTIAL IMPACT OF CHILD REARING PRACTICES ON A CHILD'S BEHAVIOR AND COGNITIVE DEVELOPMENT, A STUDY OF A GROUP OF 3-YEAR-OLD CHILDREN WITH AMERICAN-BORN MIDDLE CLASS PARENTS AND A GROUP OF 3-YEAR-OLD PUERTO RICAN CHILDREN FROM WORKING CLASS HOMES WAS CONDUCTED. IT WAS FOUND THAT IN RESPONSE TO CERTAIN COGNITIVE TASK PERFORMANCE DEMANDS THE MIDDLE CLASS CHILDREN WERE LIKELY TO ENGAGE IN TASK PERFORMANCE BEHAVIOR AND WERE MORE VERBAL THAN WERE THE LOWER CLASS CHILDREN. DIFFERENCES IN THE KIND OF VERBALIZATIONS CHARACTERISTIC OF EACH GROUP WERE ALSO INDICATED. IT WAS ALSO FOUND THAT PUERTO RICAN FAMILIES DO NOT PARTICULARLY EMPHASIZE TASK MASTERY AND STRESS VERBALIZATION FOR SOCIAL REASONS ONLY. IF LOWER CLASS DISADVANTAGED CHILDREN ARE TO ACHIEVE IN TASK-ORIENTED MIDDLE CLASS SOCIETY, THEN KNOWLEDGE OF THESE BEHAVIORAL AND ATTITUDINAL DIFFERENCES MUST BE ACCOUNTED FOR AND PERHAPS EVEN ELIMINATED BY THE SCHOOLS. THIS PAPER WAS PREPARED FOR A.P.A. DIVISIONAL MEETING, NOVEMBER 17, 1967. (LB)

**ED 016 723** **UD 005 090**

*PEERBOOM, PEARL*

REPORT ON SUMMER 1967 SITE VISITS TO PRE-TITLE I COMPENSATORY EDUCATION PROGRAMS.

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$3.56 87P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *EFFECTIVE TEACHING, *NATIONAL SURVEYS, *PROGRAM EVALUATION, CLASSROOM ENVIRONMENT, ESEA TITLE 1, INDIVIDUAL NEEDS, INSTRUCTIONAL STAFF, PROGRAM LENGTH, PROJECT ABLE, RESEARCH DESIGN, SPECIAL SERVICES, SPECIALISTS, STATISTICAL DATA, STUDENT COSTS, TABLES (DATA), UPWARD BOUND,

THIS SURVEY WAS DESIGNED TO PROVIDE OPERATIONAL DETAILS ABOUT COMPENSATORY EDUCATION PROGRAMS THAT HAVE BEEN IN EXISTENCE FOR A RELATIVELY LONG PERIOD AND ARE THEREFORE LIKELY TO HAVE ADEQUATE BASES FOR MEANINGFUL EVALUATIONS OF THEIR RESULTS, AND TO SPOTLIGHT GOOD PROGRAMS WITH IMPLICATIONS FOR NATIONAL EDUCATIONAL POLICY. THOSE PROGRAMS WERE SELECTED WHICH HAD GOOD AVAILABLE EVALUATIONS, COULD PRODUCE DATA TO SUPPORT CLAIMS OF SUCCESS, AND PROMISED DELINEATION OF COMMON ELEMENTS IN SUCCESS. GOOD PROGRAMS GENERALLY REQUIRED HIGH PUPIL EXPENDITURES AND ADDED REGULAR AND SPECIALIZED STAFF. SUCCESSFUL PROGRAMS OFFERED A GREATER NUMBER OF MORE INTENSIVE SPECIAL SERVICES THAN LESS SUCCESSFUL PROGRAMS DID. THE SINGLE MOST IMPORTANT ELEMENT IN A PROGRAM'S SUCCESS WAS THE QUALITY OF THE INSTRUCTION BY TEACHERS WHO FELT EMPATHY FOR THE DISADVANTAGED. SUCCESSFUL PROGRAMS TRIED TO PROVIDE A LESS STRUCTURED AND FORMAL ATMOSPHERE THAN THE ORDINARY CLASSROOM OFFERS, AND RECOGNIZED INDIVIDUAL NEEDS. DESPITE THE CLAIM OF SOME EDUCATIONAL EXPERTS THAT COMPENSATORY EDUCATION IS MOST EFFECTIVE WHEN OFFERED TO PRIMARY AND PREPRIMARY PUPILS, THE MOST EFFECTIVE PROGRAMS WERE DESIGNED FOR THE UPPER ELEMENTARY AND HIGH SCHOOL GRADES. RELATIVELY FEW PROGRAMS WERE SET UP ON A CONTROLLED EXPERIMENTAL BASIS, AND, WHERE EVALUATIVE STUDIES WERE CONDUCTED, OUTCOMES WERE OFTEN AMBIGUOUS OR QUESTIONABLE. THE BULK OF THIS DOCUMENT IS A DESCRIPTION OF EACH OF THE COMPENSATORY EDUCATION PROJECTS PARTICIPATING IN THE SURVEY. (AF)

**ED 016 724** **UD 005 093**

*BOLDEN, WILEY S.*

THE COOPERATIVE EXPERIMENTAL SUMMER SCHOOL, 1959, 1960 AND 1961. A REPORT.

COOPERATIVE EXPERIMENTAL SUMMER SCHOOL, ATLANTA,GA

PUB DATE JUN 63

EDRS PRICE MF-$1.00 HC-$8.80 218P.

DESCRIPTORS *COLLEGE PREPARATION, *HIGH SCHOOL GRADUATES, *NEGRO STUDENTS, *REMEDIAL PROGRAMS, *SUMMER PROGRAMS, ACADEMIC ACHIEVEMENT, ATLANTA, CLARK COLLEGE, CO-CURRICULAR ACTIVITIES, COLLEGE PROGRAMS, COOPERATIVE EXPERIMENTAL SUMMER SCHOOL, GEORGIA, GRADES (SCHOLASTIC), MOREHOUSE COLLEGE, MORRIS BROWN COLLEGE, PROGRAM EVALUATION, SCHOLARSHIPS, SPELMAN COLLEGE, STATISTICAL DATA, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, STUDENT IMPROVEMENT, STUDENT TESTING, TABLES (DATA),

AN 8-WEEK NONCREDIT INSTRUCTIONAL PROGRAM CONDUCTED BY FOUR NEGRO UNDERGRADUATE COLLEGES DURING THE SUMMERS OF 1959-61 IS DESCRIBED IN THIS REPORT. THE PROGRAM WAS INTENDED TO IMPROVE THE SCHOOL-RELATED ATTITUDES AND THE READING, ENGLISH COMPOSITION, MATHEMATICS, AND STUDY SKILLS OF HIGH SCHOOL GRADUATES WHO, ALTHOUGH ADMITTED TO THE COLLEGES, WERE DEFICIENT IN THESE AREAS. TO IDENTIFY RELATED TEACHING APPROACHES AND STUDENT CHARACTERISTICS WAS AN ADDITIONAL PROGRAM GOAL. EACH PARTICIPANT WAS GRANTED AN ALL-EXPENSES TUITION SCHOLARSHIP FOR THE SUMMER RESIDENT PROGRAM, AND WAS PROMISED A $400 FRESHMAN-YEAR SCHOLARSHIP IF HE COMPLETED THE PROGRAM SUCCESSFULLY. IN ADDITION TO THE FORMAL INSTRUCTIONAL AND GUIDANCE ASPECTS OF THE PROGRAM, RECREATIONAL, SOCIAL, CULTURAL, AND RELIGIOUS ACTIVITIES WERE CONDUCTED. SCORES FROM TESTS ADMINISTERED TO PARTICIPANTS AT THE BEGINNING OF THE SUMMER WERE COMPARED WITH THEIR SCORES AT THE END OF THE PROGRAM, AND THEIR GRADES DURING THE SCHOOL YEAR AND TEST SCORES IN SEPTEMBER AND MAY WERE COMPARED WITH SIMILAR DATA FROM A CLOSELY MATCHED GROUP OF CONTROL STUDENTS. DATA WERE ALSO GATHERED ON STUDENTS' HOME BACKGROUND, THEIR OPINIONS OF THE PROGRAM, AND THEIR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES. SOME OF THE RESULTS OF THE PROGRAM WERE THAT PARTICIPANTS GENERALLY IMPROVED IN READING AND MATHEMATICS DURING EACH OF THE THREE SUMMERS, AND AT MID-SEMESTER ACHIEVED HIGHER GRADES THAN NONPARTICIPANTS. HOWEVER THIS SUPERIORITY TENDED TO DECREASE DURING THE YEAR. CONTAINED IN APPENDIXES ARE CLASS SYLLABUSES, EXTENSIVE STATISTICAL DATA, AND OTHER RELEVANT MATERIAL. (LB)

**ED 016 725** **UD 005 101**

*GEHLBACH, SALLY J.*

THE CULTURE OF POVERTY AMONG AMERICAN NEGROES.

ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN

REPORT NUMBER IREC-PAP-VOL-1-NO-3

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.36 32P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *ECONOMIC DISADVANTAGEMENT, *NEGROES, *SOCIAL CHARACTERISTICS, *SUBCULTURE, BIBLIOGRAPHIES, BIOGRAPHIES, FAMILY LIFE, INSTITUTIONS, LOWER CLASS, NOVELS, PHYSICAL ENVIRONMENT, PSYCHOLOGICAL CHARACTERISTICS, RURAL URBAN DIFFERENCES, SOCIAL CHANGE, SOCIOLOGY,

WITH OSCAR LEWIS' CONCEPT OF A "CULTURE OF POVERTY" AS A FRAME OF REFERENCE, THIS PAPER EXPLORES THE NATURE OF POVERTY AMONG AMERICAN NEGROES AS PORTRAYED IN NOVELS, AUTOBIOGRAPHIES, AND SOCIOLOGICAL STUDIES. THE POOR WHO LIVE IN THIS "CULTURE OF POVERTY" LOSE THEIR PLACE IN SOCIETY AND, OVER GENERATIONS, FAIL TO BECOME EFFECTIVE PARTICIPANTS IN GROUPS OF INSTITUTIONS BEYOND THEIR NUCLEAR FAMILIES OR SLUM. IN THE PAPER LOWER-CLASS NEGROES MAKING THE TRANSITION FROM A RURAL (FORMERLY SLAVE) BACKGROUND TO A MODERN URBAN SETTING, AND WHOSE FORMER TRADITIONS AND MEMBERSHIPS HAVE BEEN SHATTERED (AND NEW ONES NOT DEVELOPED), ARE DISCUSSED IN TERMS OF PHYSICAL ENVIRONMENT, ECONOMIC LIFE, FAMILY LIFE, RELATIONSHIP TO INSTITUTIONS (EDUCATIONAL, MEDICAL, SOCIAL, GOVERNMENT AND LEGAL, NEGRO MOVEMENTS), AND PSYCHOLOGICAL CHARACTERISTICS. REFERENCES ARE INCLUDED. (AF)

**ED 016 726** **24** **UD 005 111**

*CHESLER, MARK A.* *SEGAL, PHYLLIS*

CHARACTERISTICS OF NEGRO STUDENTS ATTENDING PREVIOUSLY ALL-WHITE SCHOOLS IN THE DEEP SOUTH. FINAL REPORT.

MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH

REPORT NUMBER BR-6-8412

PUB DATE SEP 67

GRANT OEG-3-6-068412-1273

EDRS PRICE MF-$1.00 HC-$8.28 205P.

DESCRIPTORS *NEGRO STUDENTS, *SCHOOL INTEGRATION, *SOUTHERN SCHOOLS, *STUDENT ATTITUDES, CAUCASIAN STUDENTS, CHANGE AGENTS, CLASSROOM ENVIRONMENT, CONTROL GROUPS, DATA, INTERGROUP RELATIONS, INTERVIEWS, PARENT ATTITUDES, RA-

CIAL ATTITUDES, RESEARCH, SOCIAL CHANGE, STUDENT CHARACTERISTICS, STUDENT IMPROVEMENT, TEACHER ATTITUDES,

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE PROCESS OF SCHOOL INTEGRATION IN THE DEEP SOUTH IN TERMS OF THE CHARACTERISTICS AND INTERRACIAL EXPERIENCES OF A SAMPLE OF DESEGREGATING NEGRO STUDENTS, THE REACTIONS OF THE NEGRO COMMUNITY, AND THE REACTIONS OF THE STUDENTS' WHITE TEACHERS. INTERVIEWS WERE CONDUCTED WITH A SAMPLE OF SECONDARY SCHOOL NEGRO STUDENTS WHO TRANSFERRED TO PREVIOUSLY ALL-WHITE SCHOOLS, WITH THEIR FAMILIES AND TEACHERS, AND WITH A CONTROL SAMPLE OF NEGRO STUDENTS SIMILAR TO THE DESEGREGATING STUDENTS EXCEPT THAT THEY CHOSE NOT TO TRANSFER. IT WAS FOUND THAT MOST STUDENTS HAD THEMSELVES MADE THE DECISION TO TRANSFER AND THAT THEY BELIEVED THE WHITE SCHOOLS OFFERED A BETTER EDUCATION. HOWEVER MANY WHITE TEACHERS MISPERCEIVED THE STUDENTS' MOTIVES AND THOUGHT THAT THEY WERE INTERESTED ONLY IN RACIAL INTEGRATION. THE TEACHERS MADE NO ATTEMPT TO CONSTRUCTIVELY COUNTERACT THE TENSION ACCOMPANYING THE INTERRACIAL INTERACTION WITHIN THEIR CLASSROOMS. FORTY-ONE PERCENT OF THE NEGRO STUDENTS PERCEIVED THEIR WHITE CLASSMATES AS REACTING NEGATIVELY TO THEM AND DISTRUSTED WHITES MORE AFTER THE INTEGRATION EXPERIENCE THAN THEY HAD BEFORE. THE STUDENTS WHO DID NOT TRANSFER FELT THAT THEIR DESEGREGATING FRIENDS HAD ACQUIRED A FALSE SENSE OF SUPERIORITY. THE DIAGNOSTIC INFORMATION THAT HAS EMERGED FROM THIS STUDY MIGHT BE USED BY EDUCATIONAL SCHOLARS AND PRACTITIONERS. (LB)

**ED 016 727 UD 005 116**
*MARTIN, RUTH MARTIN, WILLIAM*
**METHODS AND PSYCHOLOGY OF TEACHING THE SLOW LEARNER.**
CHEYENNE PUBLIC SCHOOLS, WYO.
EDRS PRICE MF-$0.25 HC-$2.00 48P.

DESCRIPTORS *BASIC SKILLS, *CURRICULUM GUIDES, *LEARNING ACTIVITIES, *PSYCHOLOGICAL NEEDS, *SLOW LEARNERS, BEHAVIOR PROBLEMS, BIBLIOGRAPHIES, LEARNING CHARACTERISTICS, PERSONALITY PROBLEMS, SOCIALIZATION, TEACHER CHARACTERISTICS, TEACHING METHODS,

THE SPECIAL PSYCHOLOGICAL AND EDUCATIONAL NEEDS OF THE SLOW LEARNER ARE EMPHASIZED IN THIS PUBLIC SCHOOL CURRICULUM GUIDE. FOR THIS TYPE OF STUDENT MORE FOCUS MUST BE PLACED ON PERSONALITY DEVELOPMENT AND ADEQUACY IN BASIC SKILLS THAN ON ACADEMIC ACHIEVEMENT. THEREFORE THE OBJECTIVES OF A "BASIC WORK PROGRAM" FOR SLOW LEARNERS SHOULD STRESS THE AREAS OF OCCUPATIONAL, SOCIAL, AND PERSONAL ADEQUACY. DESCRIBED IN THE GUIDE ARE SOME IDENTIFYING CHARACTERISTICS OF THE SLOW LEARNER (OR SO CALLED DULL NORMAL CHILD), THE PARTICULAR QUALITIES DESIRABLE IN TEACHERS OF THIS GROUP, THE SLOW LEARNER'S TYPICAL LEARNING PATTERNS, AND APPROPRIATE EDUCATIONAL ACTIVITIES. ONE SECTION IS DEVOTED TO SOME AFFECTIVE AND BEHAVIORAL PROBLEMS ENCOUNTERED IN TEACHING SLOW LEARNERS. THE GUIDE CONTAINS SPECIFIC CURRICULUM SUGGESTIONS AND OUTLINES TECHNIQUES FOR TEACHING READING, ARITHMETIC, LANGUAGE ARTS, SOCIAL SKILLS, AND SUCH SPECIAL SUBJECTS AS ART, MUSIC, PHYSICAL EDUCATION, HOMEMAKING, AND SHOP. IT ALSO CONTAINS A SHORT BIBLIOGRAPHY. (NH)

**ED 016 728 UD 005 117**
*HILLSON, HENRY T.*
**REPORT ON THE SUMMER SESSION OF THE COLLEGE BOUND PROGRAM, JULY-AUGUST, 1967.**
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$0.80 18P.

DESCRIPTORS *COLLEGE PREPARATION, *DISADVANTAGED YOUTH, *HIGH SCHOOL STUDENTS, *SUMMER PROGRAMS, *UNDERACHIEVERS, COLLEGE BOUND PROGRAM, COUNSELING SERVICES, ENGLISH CURRICULUM, FAMILY INVOLVEMENT, INSTRUCTIONAL STAFF, MATHEMATICS CURRICULUM, NEW YORK CITY, PROGRAM EVALUATION, STUDENT ATTITUDES, TEACHER AIDES, TEST RESULTS,

THE COLLEGE BOUND PROGRAM WAS DESIGNED TO DEVELOP THE COLLEGE POTENTIAL OF DISADVANTAGED NINTH- AND 10TH-GRADE HIGH SCHOOL STUDENTS. BEFORE ENTERING THE PROGRAM, 1800 "ACADEMIC RISK" STUDENTS PARTICIPATED IN A SUMMER SESSION TO EASE THEIR TRANSITION FROM JUNIOR TO SENIOR HIGH SCHOOL. MOST OF THEM WERE ENTERING HIGH SCHOOL WITH READING SCORES AS MUCH AS TWO AND A HALF YEARS BELOW GRADE LEVEL. DURING THE SUMMER THEY WERE GIVEN A 3-HOUR DAILY SESSION OF INTENSIVE INSTRUCTION IN ENGLISH AND MATHEMATICS IN SMALL CLASSES AND WITH INDIVIDUAL HELP FROM COLLEGE STUDENT AIDES. COUNSELING SERVICES FOR STUDENTS AND THE USE OF FAMILY ASSISTANTS WERE ALSO FEATURES OF THE PROGRAM. THE RESULTS OF TESTS ADMINISTERED BEFORE AND AFTER THE SUMMER SESSION SHOWED THAT THE STUDENTS MADE A MEDIAN READING GAIN OF FOUR MONTHS AND AN AVERAGE ARITHMETIC COMPUTATION GAIN OF ALMOST TWO YEARS. HOWEVER IT IS FELT THAT THE ACHIEVEMENTS OF THE PROGRAM SHOULD BE JUDGED ONLY AFTER THREE OR FOUR YEARS OF STUDENT EXPOSURE DURING THE REGULAR ACADEMIC YEAR. THE REPORT DISCUSSES THE ATTITUDES OF THE STUDENTS AND THE ROLES OF THE TEACHERS, AIDES, AND SUPERVISORS IN THE PROGRAM, AND PROVIDES DESCRIPTIONS OF THE MATHEMATICS AND ENGLISH SYLLABUSES, THE LIBRARY PROGRAM, THE GUIDANCE SERVICES, AND THE FUNCTIONS OF THE FAMILY ASSISTANTS. (NH)

**ED 016 729 UD 005 119**
*SWEENEY, DAVID L.*
**TITLE I, E.S.E.A., 1967-68. REVISED REPORT.**
RACINE UNIFIED SCHOOL DIST. NO. 1, WIS.
PUB DATE 18 SEP 67
EDRS PRICE MF-$0.25 HC-$1.48 35P.

DESCRIPTORS *CHILD DEVELOPMENT CENTERS, *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, *RESEARCH AND INSTRUCTION UNITS, COMMUNITY COORDINATORS, EMOTIONALLY DISTURBED CHILDREN, ENRICHMENT EXPERIENCE, ESEA TITLE 1, EXTENDED SCHOOL DAY, FIELD TRIPS, FOLLOW THROUGH PROGRAM, INSERVICE TEACHER EDUCATION, KINDERGARTEN, MILK PROGRAMS, PARENT PARTICIPATION, PROGRAM COST, RACINE, REMEDIAL READING PROGRAMS, SPECIALISTS, SUMMER SCHOOLS, TRANSPORTATION, WISCONSIN,

THIS REPORT DESCRIBES THE WAYS IN WHICH THE UNIFIED SCHOOL DISTRICT OF RACINE, WISCONSIN, WILL USE ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I FUNDS. THE PROJECT ACTIVITIES INCLUDE THE DEVELOPMENT OF THREE "UNITIZED" SCHOOLS WITH RESTRUCTURED GRADE ORGANIZATIONS AND TEAM TEACHING INSTRUCTION, THE USE OF ART AND MUSIC SPECIALISTS IN TWO SCHOOLS, AND A REMEDIAL READING PROGRAM IN FOUR SCHOOLS. THERE WILL ALSO BE AN EXTENDED-DAY PROGRAM, A CLASS FOR EMOTIONALLY DISTURBED CHILDREN, AND A SPECIAL SUMMER SCHOOL IN NINE SCHOOLS. THE FUNDS WILL ALSO BE USED FOR A MILK PROGRAM, TRANSPORTATION FOR PUPILS AND PARENTS TO ENABLE PARTICIPATION IN FIELD TRIPS, HOME-SCHOOL WORKERS, AND INSERVICE TEACHER TRAINING. THERE WILL BE A "FOLLOW-THROUGH" PROJECT IN WHICH DISADVANTAGED PRESCHOOL CHILDREN WILL BE PLACED IN "OUTER-CITY" KINDERGARTENS AND GIVEN A 3-HOUR SESSION IN A "DIAGNOSTIC AND DEVLELOPMENTAL ENRICHMENT CENTER." A TWICE-A-WEEK EXTENDED DAY IS A COMPONENT OF THIS PROJECT, WHICH WILL ENCOURAGE PARENT PARTICIPATION. THE BUDGET FOR THE PROJECT IS APPENDED TO THE REPORT. (NH)

**ED 016 730 24 UD 005 125**
*PARELIUS, ROBERT JAMES*
**SOCIOLOGICAL INFLUENCES ON THE ACHIEVEMENT OF LOWER CLASS NEGRO CHILDREN. FINAL REPORT.**
CHICAGO UNIV., ILL.
REPORT NUMBER BR-6-8186
PUB DATE NOV 67
GRANT OEG-6-10-346
EDRS PRICE MF-$0.25 HC-$1.20 28P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMMUNITY STUDY, *LOWER CLASS, *NEGROES, *SOCIAL INFLUENCES, CHILDREN, FAMILY INFLUENCE, FAMILY SCHOOL RELATIONSHIP, SCHOOL COMMUNITY RELATIONSHIP, SOCIAL STRUCTURE,

THE RELATIONSHIP BETWEEN FAMILY, SCHOOL, AND COMMUNITY AS INFLUENCES ON ACHIEVEMENT OF LOWER-CLASS NEGROES WERE STUDIED IN AN ALL-NEGRO SUBURB OF A LARGE NORTHERN CITY. THESE VARIABLES WERE EXAMINED WITHIN THE FRAMEWORK OF CURRENT HYPOTHESES OFFERED IN THE LITERATURE ON CULTURAL DISADVANTAGE. THE FOCUS OF THE STUDY WAS ON THREE RESEARCH AREAS--(1) FAMILY BACKGROUND FACTORS WHICH MIGHT SUPPORT ACADEMIC ACHIEVEMENT, (2) THE ROLE OF SOCIAL DISTANCE VARIABLES IN SCHOOL-FAMILY INTERACTION, AND (3) THE DEGREE TO WHICH SCHOOL-COMMUNITY RELATIONS AND "SCHOOL POLITICS" AFFECT ACHIEVEMENT. THE DATA, OBTAINED THROUGH QUESTIONNAIRES, INTERVIEWS, SCHOOL RECORDS, AND INFORMAL CONVERSATIONS, INDICATED THAT SOCIAL AND DEMOGRAPHIC VARIABLES WERE THE MOST SIGNIFICANT PREDICTORS OF ACHIEVEMENT. THE DATA DID NOT SUPPORT THE CAUSAL THEORIES ON SCHOOL-FAMILY RELATIONS PROPOSED IN THE LITERATURE. RATHER, THE FINDINGS SUGGESTED THAT EDUCATIONAL ISSUES SHOULD

BE STUDIED WITHIN A SPECIFIC SOCIAL STRUCTURAL CONTEXT. (NH)

**ED 016 731** UD 005 128
**TITLE I ESEA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967.**
COLORADO STATE DEPT. OF EDUCATION, DENVER
PUB DATE NOV 67
**EDRS PRICE MF-$0.50 HC-$2.84 69P.**

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, *INNOVATION, *PROGRAM DESCRIPTIONS, *PROGRAM EVALUATION, COLORADO, DROPOUT RATE, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, ESEA TITLE 1, HANDICAPPED CHILDREN, INTERAGENCY COORDINATION, PRIVATE SCHOOLS, SCHOOL DISTRICTS, STATE AGENCIES, STUDENT ENROLLMENT, TABLES (DATA),

THIS REPORT NOTES THAT ONE MAJOR OUTCOME OF COLORADO'S TITLE I PROJECTS HAS BEEN POSITIVE CHANGES IN THE ATTITUDE OF TEACHERS, ADMINISTRATORS, AND THE PUBLIC. ON LOCAL LEVELS TITLE I HAD HAD IMPORTANT EFFECTS ON STIMULATING DISTRICT-FINANCED LONG RANGE PROGRAMS, INTER-DISTRICT COOPERATION, AND MORE INDIVIDUALIZED ATTENTION TO CHILDREN. MORE GENERALLY, THE REPORT DESCRIBES THE STATE'S SERVICES TO THE LOCAL AGENCIES, THE MAJOR EDUCATIONAL NEEDS OF THE STATE, THE MOST PREVALENT PROJECT OBJECTIVES, THE RELATIONSHIP OF THE SEVERAL TITLES OF THE ACT, AND STAFF DEVELOPMENT AND UTILIZATION. IT ALSO DISCUSSES THE INVOLVEMENT OF NONPUBLIC SCHOOLS, PROGRAMS FOR THE HANDICAPPED, AND THE WAYS IN WHICH MAJOR PROBLEMS WERE RESOLVED. ONE SECTION CONTAINS TABULAR DATA ON VARIOUS ASPECTS OF TITLE I PROJECTS, AND ANOTHER PART DEALS WITH EXEMPLARY AND INNOVATIVE PROGRAMS IN READING DEVELOPMENT, LANGUAGE ARTS, MATHEMATICS, DEVELOPMENT PROGRAMS FOR UNDERACHIEVERS, AND ART. (NH)

**ED 016 732** UD 005 136
*SORENSEN, PHILIP H. AND OTHERS*
**EVALUATION OF THE COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT, 1966-1967.**
STANFORD RESEARCH INST., MENLO PARK, CALIF.
REPORT NUMBER SRI-1-6336
PUB DATE OCT 67
**EDRS PRICE MF-$1.25 HC-$11.92 296P.**

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *PRESCHOOL PROGRAMS, *PROGRAM EVALUATION, *TEST RESULTS, ACHIEVEMENT TESTS, CALIFORNIA, CLASS SIZE, DATA, DISADVANTAGED YOUTH, EDUCATIONAL FINANCE, ENRICHMENT PROGRAMS, ESEA TITLE 1, FEDERAL PROGRAMS, INSERVICE TEACHER EDUCATION, INTELLIGENCE TESTS, PUBLIC SCHOOLS, QUESTIONNAIRES, READINESS (MENTAL), READING ACHIEVEMENT, READING PROGRAMS, SAN FRANCISCO, SCHOOL SERVICES, STATISTICAL ANALYSIS, STUDENT TEACHER RATIO, TABLES (DATA),

THIS EVALUATION CONTAINS DETAILED INFORMATION ON THE FIRST YEAR OF SAN FRANCISCO'S PREKINDERGARTEN AND COMPREHENSIVE COMPENSATORY EDUCATION PROGRAMS FOR CHILDREN OF ALL AGES FUNDED UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965. SOME OF THE ACTIVITIES IN THE COMPREHENSIVE PROGRAM WERE TO REDUCE PUPIL-TEACHER RATIO AND CLASS SIZE, OFFER INSERVICE TRAINING, AND PROVIDE SUPPORTING AND AUXILIARY SERVICES AND ENRICHMENT EXPERIENCES. DATA ASSESSING CHANGES IN THE READING ACHIEVEMENT OF STUDENTS IN GRADES FOUR THROUGH 12 REVEAL THAT STUDENTS WHO DID NOT PARTICIPATE IN THE ESEA PROGRAM, THOSE IN THE TARGET AREA SCHOOLS WHOSE LEARNING DIFFICULTIES WERE NOT SEVERE, GAINED MORE MONTHS IN READING ACHIEVEMENT (6.8) THAN DID THE PARTICIPATING ESEA PUPILS (5.0). IT IS NOTED, HOWEVER, THAT THE TWO GROUPS MAY NOT HAVE BEEN APPROPRIATELY COMPARED. EVALUATIONS OF THE PREKINDERGARTEN PROGRAM DEMONSTRATE THAT THE PUPILS WHO HAD PARTICIPATED IN THE PROGRAM PERFORMED "SOMEWHAT BETTER" ON THE METROPOLITAN READINESS TEST THAN DID TARGET AREA KINDERGARTENERS WHO HAD NO PRESCHOOL EXPERIENCE. ON THE PEABODY PICTURE VOCABULARY TEST THE PREKINDERGARTEN PUPILS SCORED ONLY SLIGHTLY HIGHER THAN THE NONPARTICIPANTS. CONTAINED IN THE EXTENSIVE APPENDIXES TO THIS REPORT ARE (1) A "MARKET BASKET GAME" IN WHICH AN ELEMENTARY SCHOOL PRINCIPAL GIVEN A SPECIFIC BUDGET MAKES HYPOTHETICAL PURCHASES OF NEEDED SCHOOL RESOURCES, (2) TEACHER QUESTIONNAIRES AND RESULTING DATA, (3) READING ACHIEVEMENT TEST SCORES, AND (4) QUESTIONNAIRES ANSWERED BY PROJECT PERSONNEL. THIS REPORT IS IN TWO VOLUMES, "DETAILED FINDINGS" AND "APPENDIXES TO." (LB)

**ED 016 733** UD 005 159
**EVALUATION--PLUS, 1966-1967.**
BUFFALO PUBLIC SCHOOLS, N.Y.
PUB DATE SEP 67
**EDRS PRICE MF-$0.25 HC-$1.16 27P.**

DESCRIPTORS *ACHIEVEMENT GAINS, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *ENRICHMENT PROGRAMS, *SOCIOPSYCHOLOGICAL SERVICES, AFTER SCHOOL PROGRAMS, BUFFALO, ELEMENTARY SCHOOL STUDENTS, FIELD TRIPS, JUNIOR HIGH SCHOOL STUDENTS, NEW YORK, PLUS PROGRAM, PRIVATE SCHOOLS, PROGRAM EVALUATIONS, PUBLIC SCHOOLS, QUESTIONNAIRES, REMEDIAL MATHEMATICS, REMEDIAL READING, STUDENT TESTING,

THE PLUS PROGRAM OFFERS REMEDIAL READING AND ARITHMETIC, ENRICHMENT, FIELD TRIPS, AND SOCIAL WORK, GUIDANCE, AND PSYCHOLOGICAL SERVICES TO 27,000 DISADVANTAGED PUBLIC AND PRIVATE SCHOOL CHILDREN IN GRADES ONE THROUGH EIGHT. AMONG THE PROJECT'S SPECIFIC OBJECTIVES ARE THE REDUCTION OF CLASS SIZE, THE INVOLVEMENT OF A PUPIL'S FAMILY IN HIS PROGRESS, THE DEVELOPMENT IN TEACHERS OF SKILLS APPROPRIATE FOR WORK WITH THE DISADVANTAGED, AND THE IMPROVEMENT OF PUPILS' READING AND MATHEMATICS SKILLS. ACCORDING TO STANDARDIZED ACHIEVEMENT TESTS PUPILS IN THE PROJECT'S AFTER-SCHOOL REMEDIAL PROGRAM MADE A 6-MONTH GAIN IN ARITHMETIC AND A 5-MONTH GAIN IN READING DURING A 5-MONTH PERIOD. IN THE DAY REMEDIAL PROGRAM PUPILS MADE A MEAN GAIN OF .8 IN READING AND .7 IN ARITHMETIC. SPECIFIC DESCRIPTIVE DATA ARE PRESENTED THROUGHOUT THIS EVALUATION. (LB)

**ED 016 734** 24 UD 005 198
*FROST, JOE L.*
**A STUDY OF THE EFFECTS OF AN ELEMENTARY SCHOOL ENRICHMENT PROGRAM ON THE SCHOOL ACHIEVEMENT OF WELFARE RECIPIENT CHILDREN. FINAL REPORT.**
TEXAS UNIV., AUSTIN
REPORT NUMBER BR-6-8107
PUB DATE SEP 67
CONTRACT OEC-3-6-068107-0670
**EDRS PRICE MF-$0.25 HC-$2.36 57P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMPENSATORY EDUCATION PROGRAMS, *DISADVANTAGED YOUTH, *PRIMARY GRADES, *WELFARE RECIPIENTS, ARKANSAS, CALIFORNIA ACHIEVEMENT TEST, CALIFORNIA TEST OF MENTAL MATURITY, CALIFORNIA TEST OF PERSONALITY, EDUCATIONAL RESEARCH, ENRICHMENT PROGRAMS, INSTRUCTIONAL PROGRAMS, INTELLIGENCE LEVEL, PERSONALITY DEVELOPMENT, RURAL SCHOOLS, STATISTICAL ANALYSIS, STUDENT TESTING,

A STUDY WAS DESIGNED TO DETERMINE THE EFFECTS OF AN ENRICHMENT PROGRAM ON THE INTELLIGENCE SCORES, PERSONALITY, AND SCHOLASTIC ACHIEVEMENT SCORES OF ELEMENTARY SCHOOL CHILDREN. THE SUBJECTS CONSISTED OF 574 CHILDREN, 222 OF WHOM ARE WELFARE RECIPIENTS, IN THE FIRST, SECOND, AND THIRD GRADES IN THREE RURAL ARKANSAS SCHOOLS. ONE SCHOOL, THE EXPERIMENTAL SCHOOL, HAD DEVELOPED AN ENRICHMENT PROGRAM OVER A 10-YEAR PERIOD WHICH CONSISTED OF MODEL FACILITIES, MORE EXPERIENCED STAFF, INSERVICE TEACHER TRAINING PROGRAMS, HOME VISITS, AND ORGANIZATIONAL AND CURRICULAR MODIFICATIONS. THE TWO CONTROL SCHOOLS PROVIDED NONE OF THESE SPECIAL SERVICES AND INNOVATIONS. CHILDREN IN ALL THREE SCHOOLS WERE ADMINISTERED THE CALIFORNIA TEST SERIES AT THE BEGINNING AND END OF THE SCHOOL YEAR AND THE RESULTS WERE STATISTICALLY ANALYZED. IT WAS FOUND THAT THE WELFARE RECIPIENT CHILDREN SCORED SIGNIFICANTLY LOWER ON TEST OF MENTAL MATURITY, LANGUAGE READING, AND ARITHMETIC THAN DID THE NONWELFARE CHILDREN, BUT THERE WERE NO SIGNIFICANT DIFFERENCES IN THEIR PERSONALITY TEST PERFORMANCE. THE RESULTS ALSO DID NOT REVEAL ANY PATTERN OF SUPERIORITY IN ANY OF THE THREE SCHOOLS, SUGGESTING THAT THERE IS A NEED TO PRODUCE MORE CREATIVE COMPENSATORY PROGRAMS, WHICH POSSIBLY SHOULD BEGIN AT AN EARLIER AGE LEVEL. ALSO, THE GREATER SUCCESS OF ONE GROUP OF CHILDREN WHO WERE GIVEN SMALL GROUP INSTRUCTION IN THE EXPERIMENTAL SCHOOL INDICATES THAT SUCH INSTRUCTION MAY OFFER MORE PROMISE FOR INCREASED ACHIEVEMENT THAN LARGE GROUP ENRICHED INSTRUCTION. (DK)

**ED 016 735** UD 005 261
*HOLTON, BETTY GENE*
**PROGRAM ON PROBLEMS OF SCHOOL DESEGREGATION. FINAL TECHNICAL REPORT.**
DISTRICT OF COLUMBIA PUBLIC SCHOOLS, WASHINGTON
PUB DATE 31 OCT 67
GRANT OEG-2-6-000071-1101

EDRS PRICE MF-$0.25 HC-$0.96 22P.

DESCRIPTORS *ADMINISTRATORS, *INSERVICE PROGRAMS, *INSTITUTES (TRAINING PROGRAMS), *SCHOOL INTEGRATION, *TEACHERS, CIVIL RIGHTS ACT OF 1964 TITLE 4, CONSULTANTS, DISTRICT OF COLUMBIA, PROGRAM EVALUATION, PUBLIC SCHOOLS, SCHOOL DESEGREGATION PROGRAM,

THE STAFF OF THE DISTRICT OF COLUMBIA SCHOOL DESEGREGATION PROGRAM, FUNDED UNDER TITLE IV OF THE 1964 CIVIL RIGHTS ACT, DEVELOPED AN INSERVICE TRAINING SERIES FOR TEACHERS AND ADMINISTRATORS. THE 14 3-HOUR TRAINING SESSIONS CONSISTED OF TALKS BY INVITED EDUCATIONAL CONSULTANTS, SMALL GROUP SESSIONS, AND A GENERAL ASSEMBLY PERIOD. AFTER THE SERIES THE PROGRAM PARTICIPANTS, WHO HAD ALSO RECEIVED LEADERSHIP TRAINING, WERE EXPECTED TO INITIATE SOME TYPE OF INSERVICE TRAINING FOLLOWUP ACTIVITY RELEVANT TO THE SPECIAL PROBLEMS ENGENDERED BY SCHOOL SEGREGATION AND DESEGREGATION. AN EVALUATION TEAM CONDUCTED A CONTINUOUS SURVEY EVALUATION OF THE PROGRAM AND ITS PARTICIPANTS. IN GENERAL, THE FIRST YEAR'S PARTICIPANTS REPORTED THAT THEY HAD BENEFITED FROM THE PROGRAM, AND THERE WAS "CONSIDERABLE EVIDENCE" THAT THEY WOULD FUNCTION AS RESOURCE PERSONNEL DURING THE REORGANIZATION OF THE SCHOOL SYSTEM. OTHER ACTIVITIES CONDUCTED BY THE SCHOOL DESEGREGATION PROGRAM INCLUDED INVESTIGATIONS OF INCIDENTS IN THE PUBLIC SCHOOLS INVOLVING RACIAL CONFLICT, AND PLANNING FOR THE RACIAL INTEGRATION OF PUBLIC SCHOOL FACULTY AND STUDENTS. (LB)

**ED 016 736** 24 UD 005 299
*BOOCOCK, SARANE S. AND OTHERS*
**SIMULATION GAMES AND CONTROL BELIEFS. FINAL REPORT.**
JOHNS HOPKINS UNIV., BALTIMORE, MD.
PUB DATE NOV 67
GRANT OEG-2-7-061610-0207
EDRS PRICE MF-$0.50 HC-$5.12 126P.

DESCRIPTORS *EDUCATIONAL EXPERIMENTS, *ENVIRONMENTAL CONTROL (PSYCHOLOGICAL), *LEARNING ACTIVITIES, *RACIAL COMPOSITION, *SIMULATION, CAUCASIAN STUDENTS, CONTROL GROUPS, DATA, EDUCATIONAL GAMES, HIGH SCHOOLS, NEGRO STUDENTS, PSYCHOLOGICAL CHARACTERISTICS, QUESTIONNAIRES, SEX DIFFERENCES, SIMULATED ENVIRONMENT, SOCIOECONOMIC STATUS,

AN EXPERIMENT WAS CONDUCTED TO INVESTIGATE STUDENTS' SENSE OF CONTROL OVER THEIR OWN DESTINIES, THE EFFECTS OF SIMULATION GAMES ON THESE CONTROL BELIEFS, AND THE RELATIONSHIP OF THESE ISSUES TO THE RACIAL COMPOSITION OF A SCHOOL. IT WAS HYPOTHESIZED THAT INDIVIDUALS LACKING A SENSE OF CONTROL HAD HAD LIMITED EXPERIENCE WITH SITUATIONS WHICH COULD BE AFFECTED BY THEIR OWN ACTIONS, AND THAT SIMULATION GAMES WHICH PROVIDED THIS EXPERIENCE CAN GIVE STUDENTS THE SENSE OF SUCH CONTROL. THE EXPERIMENTAL SUBJECTS WERE MIDDLE-ABILITY STUDENTS IN THREE HIGH SCHOOLS, AN ALL-NEGRO, AN INTEGRATED, AND A PREDOMINANTLY WHITE ONE. IN EACH SCHOOL PAIRS OF CLASSES PARTICIPATED IN TWO SIMULATION GAMES INVOLVING MATERIALS ON (1) GOVERNMENT LEGISLATION AND (2) "LIFE CAREERS" DECISIONS. MATCHED CONTROL GROUP CLASSES COVERED THE SAME MATERIAL USING CONVENTIONAL READING MATERIAL AND CLASS DISCUSSIONS. QUESTIONNAIRES WERE ADMINISTERED TO STUDENTS BEFORE AND AFTER THE GAMES TO ASSESS THEIR CONTROL BELIEFS. DATA WERE ALSO GATHERED ON STUDENTS' BACKGROUND, RACE, AND SCHOOL RECORD. THE FINDINGS SUGGESTED THAT ALTHOUGH THE GAMES DO NOT PRODUCE FACTUAL LEARNING OR A SENSE OF CONTROL "OF A GLOBAL SORT," THEY DO SEEM TO AFFECT SUCH CONCEPTS AS PLANNING AHEAD, FUTURE, LEARNING, AND SELF. THE INTEGRATED NEGRO STUDENTS PERFORMED NO DIFFERENTLY FROM "THOSE IN THEIR RESPECTIVE GROUPS." THE FINDINGS OF THE STUDY WERE FELT TO BE GENERALLY INCONSISTENT AND TO INDICATE THAT CONTENT LEARNING AND CONTROL BELIEFS ARE RELATED TO A COMPLEX SET OF VARIABLES. (LB)

**ED 016 737** UD 005 307
*HOUSE, JOHN AND OTHERS*
**ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA.**
NEW YORK STATE EDUCATION DEPT., ALBANY
PUB DATE 15 MAY 67
EDRS PRICE MF-$0.75 HC-$6.64 164P.

DESCRIPTORS *DISADVANTAGED YOUTH, *FEDERAL PROGRAMS, *PROGRAM COSTS, *PROGRAM DESCRIPTIONS, *SCHOOL DISTRICTS, COMPREHENSIVE PROGRAMS, COOPERATIVE PROGRAMS, ESEA TITLE 1, GROUPING (INSTRUCTIONAL PURPOSES), HANDICAPPED CHILDREN, INSTRUCTIONAL PROGRAMS, NEW YORK, PRIVATE SCHOOLS, SCHOOL SERVICES, SUMMER PROGRAMS, TEACHER IMPROVEMENT, VOCATIONAL EDUCATION, WORK STUDY PROGRAMS,

THIS COMPILATION IS A SELECTION OF OUTSTANDING PROJECTS PLANNED AND INSTITUTED BY LOCAL SCHOOL DISTRICTS IN NEW YORK STATE DURING THE 1965-66 SCHOOL YEAR ARE GROUPED BY THEIR DISTINCTIVE FOCUS OR MAJOR SUBJECT AREA. SOME PROJECTS PROVIDED INSTRUCTION IN SUCH AREAS AS ART AND READING, WHILE OTHERS OFFERED SERVICES. SOME PROGRAMS WERE DESIGNED FOR SPECIFIC GROUPS OF STUDENTS (E.G., ELEMENTARY, SECONDARY, HANDICAPPED) OR WERE CONCERNED WITH IMPROVING TEACHING PERSONNEL (E.G., INSERVICE, TEACHER AIDES). A FEW WERE JOINT PROJECTS, THOSE IN WHICH SEVERAL CONTIGUOUS SCHOOL DISTRICTS OR WHOLE SUPERVISORY DISTRICTS COOPERATED. OTHER PROJECTS WERE COMPREHENSIVE AND PROVIDED VARIED SERVICES. THERE WERE TWO TYPES OF VOCATIONAL PROGRAMS--OCCUPATIONAL (TEACHES VOCATIONAL SKILLS) AND WORK-STUDY (PROVIDES PART-TIME EMPLOYMENT WHICH IS COORDINATED WITH COURSE WORK). THERE WERE ALSO SUMMER PROGRAMS WHICH PROVIDED INSTRUCTION IN VARIOUS SUBJECT AREAS. IT IS NOTED THAT EACH SCHOOL DISTRICT REPRESENTED HAS MADE PROVISIONS FOR EXTENDING SERVICES ON A COMPARABLE BASIS TO EDUCATIONALLY DISADVANTAGED CHILDREN ENROLLED IN NONPUBLIC SCHOOLS. ESTIMATED COSTS OF THE PROJECTS ARE GIVEN. THIS DOCUMENT IS ALSO AVAILABLE FROM THE UNIVERSITY OF THE STATE OF NEW YORK, OFFICE OF TITLE I, ESEA, ALBANY, NEW YORK. (AF)

**ED 016 738** UD 005 327
*FROELICH, MARTHA AND OTHERS*
**SUCCESS FOR DISADVANTAGED CHILDREN.**
PUB DATE OCT 67
EDRS PRICE MF-$0.25 HC-$0.48 10P.

DESCRIPTORS *BEGINNING READING, *DISADVANTAGED YOUTH, *READING ACHIEVEMENT, *READING INSTRUCTION, *READING MATERIALS, BEGINNING READING CLASS PROFILE, ELEMENTARY SCHOOLS, EXPERIENCE CHARTS, HARLEM, HARRIS SAMPLE GRADED WORD LIST, HOMEWORK, INDIVIDUAL READING, METROPOLITAN ACHIEVEMENT TEST, NEW YORK CITY, NEW YORK TESTS OF GROWTH IN READING, PACING, PARENT PARTICIPATION, PS 129, READING TESTS, RECORDS (FORMS),

THE SALIENT CHARACTERISTICS OF A BEGINNING READING PROGRAM IN A HARLEM (NEW YORK CITY) ELEMENTARY SCHOOL ARE DISCUSSED. INDIVIDUAL PACING OF INSTRUCTION, ORAL LANGUAGE DEVELOPMENT, THE ENCOURAGEMENT OF INDEPENDENT STUDY SKILLS, PERSONAL INVOLVEMENT OF EACH CHILD, AND FREQUENT STUDENT EVALUATION ARE INTRINSIC TO THE FUNCTIONING OF THE PROGRAM. INITIAL READING ACTIVITIES INVOLVE THE USE OF WORK CHARTS WHICH RECORD DAILY CLASS ACTIVITIES AND OF CHILDREN'S "EXPERIENCE STORIES" WHICH THE TEACHER COPIES ON THE BLACKBOARD AND REXOGRAPHS. EACH CHILD IS GIVEN BOOKS AND WORKSHEETS APPROPRIATE TO HIS READING LEVEL AND IS HELD RESPONSIBLE FOR RECORDING HIS OWN PROGRESS. SILENT READING, ESSENTIAL TO THE PROGRAM'S INDIVIDUAL PACING TECHNIQUE, IS ENCOURAGED. TO INSURE THEIR INVOLVEMENT, PARENTS ARE ASKED TO SIGN THE CHILD'S READING HOMEWORK SLIP DAILY. THE STUDENTS' PROGRESS IS FORMALLY EVALUATED BY TEACHER RATINGS AND PROGRESS RECORDS, GRADED WORD LIST TESTS, AND STANDARDIZED TESTS. ACCORDING TO THE REPORTED TEST RESULTS, THE PROGRAM HAS CONSISTENTLY IMPROVED THE READING ABILITY OF PARTICIPATING STUDENTS. TABULAR DATA ON ACHIEVEMENT TEST RESULTS ARE GIVEN. THIS ARTICLE IS A REPRINT FROM "THE READING TEACHER," VOLUME 21, NUMBER 1, OCTOBER 1967. (LB)

**ED 016 739** UD 005 335
**PROJECT GUIDELINES FOR THE DEVELOPMENT OF PROJECTS UNDER TITLE I. REVISED.**
KENTUCKY STATE DEPT. OF EDUCATION, FRANKFORT
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$2.20 53P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, *GUIDELINES, *PROGRAM PLANNING, CONSULTANTS, DISADVANTAGED YOUTH, EDUCATIONAL TELEVISION, ESEA TITLE 1, EVALUATION, EXPENDITURES, HEALTH SERVICES, IDENTIFICATION, KENTUCKY, PROGRAM BUDGETING, PROGRAM DESCRIPTIONS, PROGRAM GUIDES, PROJECT APPLICATIONS, SALARIES, SUMMER SCHOOLS, TEACHER AIDES,

THESE GUIDELINES OUTLINE SUGGESTIONS FOR (1) PLANNING AND EVALUATING COMPENSATORY EDUCATION PROJECTS FUNDED UNDER THE 1965 ELEM-

ENTARY AND SECONDARY EDUCATION ACT, (2) DECIDING ON PROJECT ACTIVITIES, (3) DETERMINING TARGET AREAS AND BUDGET, AND (4) WRITING PROGRAM DESCRIPTIONS. THEY ALSO CONTAIN RECOMMENDATIONS FOR USE OF TEACHER AIDES, SUMMER SCHOOLS, SUPPORTIVE HEALTH SERVICES, CONSULTATIONS, USE OF FUNDS TO SUPPLEMENT SALARIES AND FOR EDUCATIONAL TELEVISION, EVALUATION OF APPLICATIONS WITH PROVISIONS FOR SCHOOL CONSTRUCTION, AND PROCEDURES FOR AMENDING THE PROJECTS. (LB)

**ED 016 740** UD 005 364
*BARBER, RAY W.*
YPSILANTI HUMAN RELATIONS PROGRAM.
YPSILANTI PUBLIC SCHOOLS, MICH.
PUB DATE 67
GRANT OEG-4-7-00198-3475
EDRS PRICE MF-$0.25 HC-$1.60 38P.

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *HUMAN RELATIONS PROGRAMS, *INSERVICE TEACHER EDUCATION, *TEACHER ATTITUDES, *TEACHER RESPONSE, CLASSROOM ENVIRONMENT, DISADVANTAGED YOUTH, FEDERAL PROGRAMS, MICHIGAN, NEGRO STUDENTS, SCHOOL BUILDINGS, SCHOOL COMMUNITY RELATIONSHIP, SCHOOL INTEGRATION, SELF CONCEPT, STUDENT ATTITUDES, STUDENT MOTIVATION, SUMMER PROGRAMS, TABLES (DATA), TEACHER WORKSHOPS, TEACHING SKILLS, YPSILANTI,

ATTEMPTS WERE MADE IN THE PROJECT OUTLINED HERE TO MODIFY TEACHER ATTITUDES TOWARD NEGRO CHILDREN, TO EQUIP TEACHERS WITH SKILLS TO DO A BETTER JOB OF TEACHING, TO ACCCOMPLISH THE SAME OBJECTIVES WITH THE SCHOOL PRINCIPALS, AND TO SURVEY BUILDING NEEDS IN TERMS OF CONTINUED DESEGREGATION IN THE SCHOOLS. A CORE GROUP OF TEACHERS WITH PREVIOUS EXPERIENCE WORKING WITH NEGRO CHILDREN SPENT A SEMESTER DEVELOPING RECOMMENDATIONS FOR THE WHOLE ELEMENTARY STAFF TO UTILIZE. DURING THE SCHOOL YEAR DISCUSSION GROUPS WERE FORMED ON LANGUAGE ARTS, MOTIVATION AND SELF-CONCEPT, CLASSROOM CONTROL, AND PARENT-COMMUNITY RELATIONSHIPS, AND ORGANIZATIONAL MEETINGS WERE HELD. DURING THE SUMMER EIGHT TEACHERS LEARNED INTERVIEW TECHNIQUES AND MET WITH PARENTS OF 52 NEGRO CHILDREN TO DEVELOP A WARM ONE-TO-ONE RELATIONSHIP BEFORE SCHOOL OPENED IN THE FALL. A FINAL 2-DAY WORKSHOP WAS HELD TO INTRODUCE THE PROGRAM TO NEW TEACHERS. AFTER A VERY GOOD START ONLY A MINORITY OF THE TEACHERS MAINTAINED POSITIVE VIEWS TOWARD THE PROJECT. THEY FELT FORCED TO ATTEND MEETINGS WHICH THEY SAW AS INSULTING, SINCE "ANY GOOD TEACHER KNEW HOW TO TEACH ALL CHILDREN." CHILDREN'S REACTIONS, AS EXPRESSED ON TAPES, REVEALED WIDESPREAD MISINFORMATION AND RESENTMENT, IN SPITE OF THE FACT THAT TEACHERS DID NOT INDICATE THEIR FEELINGS TO THE STUDENTS. THE NEW TEACHER ORIENTATION PRODUCED SIMILAR RESULTS. THE SUMMER PROGRAM, FOR WHICH TEACHERS VOLUNTEERED AND WERE PAID A STIPEND, WAS MUCH MORE SUCCESSFUL, INDICATING THAT REAL LIFE EXPERIENCES ARE MORE VALUABLE THAN LISTENING TO TALKS AND PARTICIPATING IN SMALL DISCUSSION GROUPS. THE BUILDING SURVEY, COMPLETED BY THE UNIVERSITY OF MICHIGAN BUREAU OF SCHOOL SERVICES, INDICATES A NEED FOR SEVERAL NEW SCHOOLS AT ALL LEVELS IN THE NEAR FUTURE. A SEPARATE STUDY OF THE TEACHERS' EVALUATION OF THE PROGRAM IS INCLUDED. (AF)

**ED 016 741** UD 005 380
*MONFORT, JAY B. AND OTHERS*
EPOCH--ESEA PROJECT FOR EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE. PLANNING PERIOD REPORT.
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.
PUB DATE 67
GRANT OEG-4-6-001423-0192
EDRS PRICE MF-$0.50 HC-$2.92 71P.

DESCRIPTORS *EDUCATIONAL INNOVATION, *HUMANITIES INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *PROGRAM PLANNING, *RESOURCE CENTERS, BERKELEY, CALIFORNIA, CURRICULUM DEVELOPMENT, EDUCATIONAL OBJECTIVES, EDUCATIONAL RESEARCHERS, EPOCH, ESEA TITLE 3, FEDERAL PROGRAMS, INFORMATION RETRIEVAL, INTERDISCIPLINARY APPROACH, PERSONNEL, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, RESOURCE MATERIALS, SUMMER WORKSHOPS,

THIS REPORT DESCRIBES THE PLANNING STAGE OF A PROGRAM TO ENRICH HUMANITIES INSTRUCTION THROUGH THE USE OF INNOVATIVE TEACHING METHODS, EXTENSIVE MULTIMEDIA RESOURCES, AND ADVANCED EDUCATIONAL TECHNOLOGY. A DESCRIPTION OF THE PLANNING GRANT ACTIVITIES CONSTITUTES A MAJOR SECTION OF THE REPORT. INCLUDED AMONG THESE ACTIVITIES ARE THE SELECTION OF STAFF, DEFINITION OF OBJECTIVES AND EDUCATIONAL NEEDS, INVOLVEMENT OF SUBJECT SPECIALISTS AND CURRICULUM ADVISERS, EXPERIMENTAL INSTALLATION OF A DEMONSTRATION CHAMBER, PROGRAM DEVELOPMENT, EVALUATION PLANNING, DISSEMINATION OF RELEVANT INFORMATION, AND A SUMMER WORKSHOP. IT IS FELT THAT THESE ACTIVITIES WERE GENERALLY SUCCESSFUL. PROCEDURES OUTLINED FOR THE 1967-68 PILOT PERIOD INVOLVE THE DEVELOPMENT OF REPLICABLE INSTALLATIONS OF THE DEMONSTRATION CHAMBER, DEVELOPMENT OF MODEL PROGRAMS, PRESENTATION TO STUDENTS, AND EVALUATION AND PLANNING FOR OPERATION IN 1968-69. PRESS CLIPPINGS, A PLANNING PERIOD CALENDAR, GUIDELINES FOR THE RESEARCHING, SYNTHESIZING OF SUBJECT AREAS, EPOCH DATA CARD INFORMATION, AND OTHER RELEVANT MATERIALS ARE APPENDED. (LB)

**ED 016 742** UD 005 381
EPOCH, EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE--ESEA TITLE I SUBMISSION TO PACE FOR CONTINUATION GRANT. ADDENDUM TO GRANT CONTINUATION APPLICATION, MAY 1967.
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.
PUB DATE MAY 67
GRANT OEG-3-7-704059-4436
EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *HUMANITIES INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *PROGRAM PLANNING, *RESOURCE CENTERS, BERKELEY, CALIFORNIA, EDUCATIONAL INNOVATION, EDUCATIONAL NEEDS, EPOCH, ESEA TITLE 3, INFORMATION RETRIEVAL, INTERDISCIPLINARY APPROACH, PILOT PROJECTS, PROGRAM EVALUATION, PROGRAM PROPOSALS,

THIS ADDENDUM TO A REPORT ON THE DEVELOPMENT OF A PROGRAM TO TEACH AND INTERRELATE ARTS AND HUMANITIES INSTRUCTION THROUGH THE USE OF EXTENSIVE RESOURCES, INNOVATIVE TEACHING METHODS, AND ADVANCED EDUCATIONAL TECHNOLOGY OUTLINES THE ACTIVITIES AND GOALS OF THE ALREADY ACCOMPLISHED PLANNING STAGE OF THE PROGRAM AND OF THE PILOT (1967-68) AND OPERATIONAL (1968-69) STAGES. THE DESCRIPTION OF THE PROCEDURES FOR EVALUATING THE PILOT ACTIVITIES NOTES THE ANTICIPATED OUTCOMES, EVALUATION PERSONNEL, AND MEASUREMENT INSTRUMENTS TO BE USED. PROJECTED EXPENDITURES AS OF MAY 1967 ARE ESTIMATED AT $48,610. (LB)

**ED 016 743** UD 005 382
*LEVINE, NAOMI*
THE LESSONS OF P.S. 192.
PUB DATE 19 DEC 66
EDRS PRICE MF-$0.25 HC-$0.20 3P.

DESCRIPTORS *GHETTOS, *LEADERSHIP, *PRINCIPALS, *READING ACHIEVEMENT, *READING PROGRAMS, ACADEMIC ACHIEVEMENT, ACHIEVEMENT TESTS, EDUCATIONAL QUALITY, ELEMENTARY SCHOOLS, MATHEMATICS, NEGRO STUDENTS, NEW YORK CITY, PS 192, PUERTO RICANS, SCHOOL ENVIRONMENT,

P.S. 192 IN NEW YORK CITY'S HARLEM HAS DEMONSTRATED THAT NEGRO AND PUERTO RICAN STUDENTS CAN ACHIEVE IN A RACIALLY ISOLATED GHETTO ELEMENTARY SCHOOL UNDER THE LEADERSHIP OF A DEDICATED PRINCIPAL. SINCE 1962, WITH A CHANGE OF ADMINISTRATOR ALL FIRST- AND SECOND-GRADE PUPILS HAVE RECEIVED 45 MINUTES OF READING INSTRUCTION THREE OR FOUR TIMES A WEEK, AND THOSE CHILDREN IN GRADES THREE TO SIX WHO STILL REQUIRE SUCH INSTRUCTION CONTINUED TO RECEIVE IT. THESE LESSONS ARE CONDUCTED IN SEVEN SPECIAL READING CENTERS SET UP THROUGHOUT THE SCHOOL FOR THIS PURPOSE. POSTED IN THE PRINCIPAL'S OFFICE ARE INDIVIDUAL READING CHARTS WHICH FOLLOW THE READING PROGRAM OF EACH CHILD. TEACHERS ARE CONSIDERED ACCOUNTABLE FOR THEIR PUPILS' PROGRESS, AND TEACHER MORALE IS HIGH BECAUSE OF THIS ATMOSPHERE OF CONCERN IN THE SCHOOL. ABOUT 90 PERCENT OF THE TEACHING STAFF ARE "REGULARS" AND TEACHER ABSENTEEISM IS INFREQUENT. CITYWIDE TESTS ADMINISTERED IN THE SCHOOL IN MAY 1966 REVEALED THAT 60 PERCENT OF THE PUPILS IN EACH GRADE WERE READING AT GRADE LEVEL, AND THAT THE SCHOOL AVERAGE FOR FOURTH GRADERS TAKING THE IOWA TEST OF EDUCATIONAL DEVELOPMENT IN MATHEMATICS WAS AT THE 99 PERCENTILE. THE FACT THAT THE BOARD OF EDUCATION HAS NOT PUBLICIZED THIS SUCCESS RAISES SOME QUESTIONS. THIS ARTICLE IS PUBLISHED IN THE "CONGRESS BI-WEEKLY," VOLUME 33, DECEMBER 19, 1966. (LB)

**ED 016 744** UD 005 383
EVALUATION REPORT, TITLE I ESEA PROJECT ACTIVITIES, 1966-67.
DES MOINES PUBLIC SCHOOLS, IOWA
PUB DATE JAN 68
EDRS PRICE MF-$0.25 HC-$1.24 29P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *ENRICHMENT PROGRAMS, *PROGRAM EVALUATION, *SUMMER PROGRAMS, DES MOINES, DROPOUT PREVENTION, ESEA TITLE 1, HANDICAPPED CHILDREN, HEALTH SERVICES, HUMANITIES, IOWA, LANGUAGE ARTS, MATHEMATICS, READING CLINICS, SCIENCE PROGRAMS, SMALL GROUP INSTRUCTION, SOCIAL WORKERS, STUDY SKILLS, TUTORIAL PROGRAMS,

EACH OF THE 22 COMPENSATORY EDUCATION PROJECTS CONDUCTED IN THE DES MOINES, IOWA, PUBLIC SCHOOLS DURING THE SCHOOL YEAR AND SUMMER IS SEPARATELY EVALUATED IN THIS REPORT. SOME OF THE PROJECTS CONCENTRATED ON INSTRUCTION IN READING, LANGUAGE ARTS, MATHEMATICS, HUMANITIES, OR PRACTICAL SCIENCE. OTHERS OFFERED SPECIAL SOCIAL AND HEALTH SERVICES. A FEW PROJECTS PROVIDED ENRICHMENT, TUTORING, INSTRUCTION IN SMALL CLASSES, OR THERAPY FOR HANDICAPPED CHILDREN. THE NUMBER OF STUDENTS SHOWING ACADEMIC GAIN OR LOSS ON STANDARD ACHIEVEMENT TESTS IS INDICATED IN THE REPORT, BUT THE PROJECTS' EVALUATION TECHNIQUES AND FINDINGS ARE NOT DISCUSSED. (EF)

**ED 016 745** UD 005 384

TITLE I, ELEMENTARY SUMMER ENRICHMENT, 1967, POST KINDERGARTEN, POST 1ST AND POST 2ND GRADE, JUNE 7-JULY 21.

DES MOINES PUBLIC SCHOOLS, IOWA

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$3.88 95P.

DESCRIPTORS *ENRICHMENT PROGRAMS, *LEARNING ACTIVITIES, *PRIMARY GRADES, *RESOURCE MATERIALS, *SUMMER PROGRAMS, ARITHMETIC, ART, AUDIOVISUAL AIDS, CURRICULUM, DES MOINES, EDUCATIONAL GAMES, ESEA TITLE 1, FEDERAL PROGRAMS, IOWA, LANGUAGE ARTS, MUSIC, NUTRITION INSTRUCTION, PHYSICAL EDUCATION, PROGRAM BUDGETING,

THIS REPORT DESCRIBES THE PLANNED OPERATION OF THIS SUMMER PROGRAM AND OFFERS RESOURCE INFORMATION FOR THE PROGRAM TEACHERS. THE PROGRAM'S OBJECTIVES ARE TO IMPROVE THE READING, LISTENING, AND SPEAKING SKILLS OF THE PARTICIPATING CHILDREN AND TO PROVIDE THEM WITH MEANINGFUL, STIMULATING EXPERIENCES, ESPECIALLY IN ART, MUSIC, AND PHYSICAL EDUCATION. THE REPORT OUTLINES SPECIFIC ACTIVITIES AND TEACHING TECHNIQUES AND SUGGESTS MANY APPROPRIATE EDUCATIONAL GAMES. IT ALSO LISTS AUDIOVISUAL MATERIALS SUCH AS FILMSTRIPS, FILMS, PICTURE BOOKS, AND RECORDS. SOME OF ITS OTHER CONTENTS ARE A TENTATIVE BUDGET, EVALUATION AND OTHER FORMS, AND A DISCUSSION OF HOW TO PLAN LESSON UNITS AND FIELD TRIPS. (LB)

**ED 016 746** UD 005 385

*PAGE, SARAH M. AND OTHERS*

LANGUAGE ARTS PROJECT.

DES MOINES PUBLIC SCHOOLS, IOWA

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$1.6 47P.

DESCRIPTORS *DISADVANTAGED YOUTH, *ELEMENTARY SCHOOL STUDENTS, *FEDERAL PROGRAMS, *LANGUAGE ARTS, *SOCIAL DIFFERENCES, DES MOINES, ESEA TITLE 1, EXHIBITS, IOWA, LOWER CLASS, MIDDLE CLASS CULTURE, OBJECTIVES, PARENT PARTICIPATION, PERSONNEL POLICY, PRIVATE SCHOOLS, PROGRAM EFFECTIVENESS, PUBLIC SCHOOLS, TEACHERS,

A LANGUAGE ARTS PROJECT WHICH SERVES 1378 DISADVANTAGED CHILDREN FROM GRADES ONE THROUGH SIX IN 23 PUBLIC AND PRIVATE SCHOOLS IS EVALUATED IN THIS REPORT. RELEVANT INFORMATION IS PRESENTED UNDER THE FOLLOWING RUBRICS--HISTORY OF THE PROJECT, OBJECTIVES OF PROJECT TEACHING, PERSONNEL INFORMATION FOR THE TEACHER, CLASS ORGANIZATION, PROJECT TEACHER RESPONSIBILITY, GENERALIZATIONS ABOUT SOCIAL CLASS, AND CHARACTERISTICS OF THE WAYS OF LIVING OF CHILDREN FROM MIDDLE-CLASS AND LOWER-CLASS HOMES. THE REPORT ALSO CONTAINS A DIRECTORY OF 1966-67 PROJECT TEACHERS, OFFICIAL PROJECT FORMS, A PAYROLL CALENDAR, AND SUMMARIES OF THE PROGRAMS AT EACH GRADE LEVEL. THE RESULTS OF THIS PROJECT'S ACTIVITIES WERE FELT TO BE GENERALLY "SATISFYING," ALTHOUGH THE REPORT CONTAINS NO EVALUATIVE DATA. IN THE FUTURE MORE EMPHASIS WILL BE PLACED ON PARENTAL INVOLVEMENT. (LB)

**ED 016 747** UD 005 386

*MONFORT, JAY AND OTHERS*

EPOCH, EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE--ESEA TITLE III SUBMISSION OF PACE FOR CONTINUATION GRANT.

BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE 67

GRANT OEG-4-6-001423-0912

EDRS PRICE MF-$0.50 HC-$2.40 58P.

DESCRIPTORS *EDUCATIONAL INNOVATION, *FEDERAL PROGRAMS, *HUMANITIES INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, *PROGRAM PLANNING, *RESOURCE CENTERS, BERKELEY, CALIFORNIA, CONSULTANTS, CURRICULUM DEVELOPMENT, EDUCATIONAL NEEDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL RESEARCHERS, EPOCH, ESEA TITLE 3, INFORMATION RETRIEVAL, INTERDISCIPLINARY APPROACH, PERSONNEL, PROGRAM EVALUATION, PROGRAM PROPOSALS, RESOURCE MATERIALS,

DESCRIBED IN THIS REPORT IS A PROJECT WHICH OFFERS INTERDISCIPLINARY HUMANITIES INSTRUCTION THROUGH EXTENSIVE MULTIMEDIA RESOURCES, INNOVATIVE TEACHING METHODS, AND ADVANCED EDUCATIONAL TECHNOLOGY. THE PROJECT, STILL IN THE PLANNING STAGE, WILL ULTIMATELY BE HOUSED IN A SCIENTIFICALLY DESIGNED RESOURCE CENTER WHERE EDUCATIONAL EXHIBITS, INFORMATION RETRIEVAL SYSTEMS, AND SPECIAL TEACHING DEVICES WILL FACILITATE LEARNING, TEACHING, AND TEACHER TRAINING. IN ONE SECTION OF THE REPORT SUCH MAJOR PROJECT ACTIVITIES AS THE RESEARCH PROGRAM, CURRICULUM STUDY, ACQUISITION OF RESOURCE MATERIALS, AND SEARCH FOR SPACE AND DESIGN DEVELOPMENT ARE DISCUSSED, AND IN AN ADDITIONAL SECTION THE PILOT PROGRAM WHICH WILL EMERGE FROM SOME OF THESE PLANNING ACTIVITIES IS DESCRIBED. ALSO PRESENTED ARE TENTATIVE DIAGRAMS OF THE RESOURCE CENTER AND CERTAIN TEACHING DEVICES. (LB)

**ED 016 748** UD 005 387

*SULLIVAN, NEIL V.*

AN ADDENDUM TO INTEGRATION--A PLAN FOR BERKELEY. A REPORT TO BERKELEY BOARD OF EDUCATION.

BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.

PUB DATE 02 JAN 68

EDRS PRICE MF-$0.25 HC-$2.12 51P.

DESCRIPTORS *BUS TRANSPORTATION, *EDUCATIONAL FINANCE, *INSTRUCTIONAL PROGRAMS, *SCHOOL INTEGRATION, *SCHOOL ZONING, BERKELEY, BUDGETING, CALIFORNIA, ELEMENTARY SCHOOLS, HETEROGENEOUS GROUPING, INSERVICE TEACHER EDUCATION, INTEGRATION PLANS, LEARNING LABORATORIES, ORIENTATION, PROGRAM PROPOSALS, READING PROGRAMS, SPECIAL EDUCATION, SPECIAL SERVICES, TAX SUPPORT,

THE BERKELEY, CALIFORNIA, PLAN FOR DESEGREGATING THE CITY'S ELEMENTARY SCHOOLS IS REVIEWED IN THIS REPORT. THE PLAN DEALS WITH SCHOOL DISTRICT ORGANIZATION, INSTRUCTIONAL NEEDS AND CHANGE, TRANSPORTATION, AND FINANCING REQUIREMENTS. IT IS SUGGESTED THAT THE CITY HAVE FOUR EXPANDED ATTENDANCE ZONES, EACH CONTAINING ONE SCHOOL WITH GRADES ONE THROUGH SIX AND FROM TWO TO FOUR SCHOOLS WITH KINDERGARTEN THROUGH THIRD GRADE. THE PROPOSED INSTRUCTIONAL PROGRAM WOULD INCLUDE A DEVELOPMENTAL PROGRAM FOR READING, INSERVICE TRAINING OF TEACHERS, TEACHING SPECIALISTS, HETEROGENEOUS GROUPING, SPECIAL HELP FOR UNDERACHIEVING, HANDICAPPED, AND HIGH POTENTIAL STUDENTS, LEARNING LABORATORIES, AND HELP CENTERS STAFFED BY TEACHERS, PSYCHOLOGISTS, AND GUIDANCE PERSONNEL. THERE WOULD BE CONTINUAL DIAGNOSIS AND EVALUATION OF THE PUPILS AND TEACHERS WOULD MAINTAIN HIGH EXPECTATIONS OF THEIR PUPILS' PERFORMANCE. THE SCHOOLS' STARTING TIMES WOULD BE STAGGERED TO MINIMIZE THE TOTAL NUMBER OF NEEDED BUSES. AN ORIENTATION PROGRAM PREPARING STUDENTS FOR THE BUSING WOULD BE CONDUCTED. THE PROGRAM WOULD BE FINANCED THROUGH A TAX ELECTION WHICH WOULD TAKE PLACE BEFORE JULY 1969. PERTINENT QUESTIONS AND ANSWERS ABOUT THE PLAN ARE PRESENTED IN AN APPENDIX. (LB)

**ED 016 749** UD 005 460

MULTIPLE ACTIVITIES PROGRAM, ESEA TITLE I, SEPTEMBER 1966 TO SEPTEMBER 1967, AN EVALUATION.

NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN

OMAHA PUBLIC SCHOOLS, NEBR.

PUB DATE 67

EDRS PRICE MF-$1.00 HC-$10.52 261P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DATA, *DISADVANTAGED YOUTH, *PROGRAM EVALUATION, COMMUNITY COORDINATORS, CURRICULUM PLANNING, DROPOUTS, ESEA TITLE 1, FACILITY EXPANSION, FEDERAL PROGRAMS, INSERVICE TEACHER EDUCATION, LIBRARY SERVICES, MULTIPLE ACTIVITIES PROGRAM, NEBRAKSA, OMAHA, PERSONNEL, PSYCHOLOGICAL SERVICES, REMEDIAL READING, RESOURCE CENTERS, SPECIAL EDUCATION, SPEECH THERAPISTS, STUDENT ENROLLMENT, TUTORING,

THE MULTIPLE ACTIVITIES PROGRAM, A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT FOR DISADVANTAGED YOUTH, IS EVALUATED IN THIS

REPORT. THE BASIC DATA IN THE FIRST SECTION DESCRIBES THE NUMBER OF THE PROJECT'S PUBLIC AND NONPUBLIC SCHOOL PARTICIPANTS, PROJECT PERSONNEL, DROPOUTS, STUDENTS CONTINUING THEIR EDUCATION BEYOND HIGH SCHOOL, AND THE PROJECT'S COORDINATION WITH OTHER FEDERAL PROGRAMS AND WITH COMMUNITY ACTION PROGRAMS. IN AN ADDITIONAL SECTION THE PROJECT'S 18 DIFFERENT ACTIVITIES ARE DESCRIBED AND EVALUATED. THESE ACTIVITIES INVOLVED EXTENDED USE OF STAFF AND FACILITIES, VOLUNTEER TUTORING, REMEDIAL READING, PSYCHOLOGICAL SERVICES, COMMUNITY AIDES, ENRICHMENT, VISITING TEACHERS, PROGRAMS FOR ACOUSTICALLY AND VISUALLY HANDICAPPED STUDENTS, CURRICULUM CONSULTANTS, CHILD AND YOUTH STUDY INSERVICE TEACHER TRAINING, TEACHER CONSULTANTS, SPECIAL EDUCATION, LIBRARY SERVICES, SPEECH THERAPISTS, EVALUATION, DISSEMINATION OF PROJECT INFORMATION, AND A MEDIA CENTER. THE MEDIA CENTER, WHICH WORKED TO ACQUAINT TEACHERS WITH INNOVATIONS IN TEACHING METHODS AND MATERIALS, IS NOTED AS HAVING BEEN PARTICULARLY SUCCESSFUL. IT IS FELT THAT THE PROGRAM EFFECTIVELY MET ITS STATED GOALS, ALTHOUGH THE REPORT CONTAINS NO EVALUATION DATA. (LB)

**ED 016 750** UD 005 461

**A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT--TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS.**
OMAHA PUBLIC SCHOOLS, NEBR.
PUB DATE 13 OCT 67
EDRS PRICE MF-$0.50 HC-$5.04 124P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *DATA, *DISADVANTAGED YOUTH, *PROGRAM PROPOSALS, ANCILLARY SERVICES, CENSUS FIGURES, CITY DEMOGRAPHY, COMMUNITY COORDINATORS, ESEA TITLE 1, EXPENDITURES, FACILITY EXPANSION, FEDERAL PROGRAMS, INSERVICE TEACHER EDUCATION, LIBRARY SERVICES, MULTIPLE ACTIVITIES PROGRAM, NEBRAKSA, OMAHA, PROGRAM EVALUATION, RESOURCE CENTERS, STUDENT ENROLLMENT, SUMMER PROGRAMS, TEACHER ATTITUDES,

THIS PROJECT PROPOSAL OUTLINES PLANS FOR A COMPREHENSIVE COMPENSATORY EDUCATION PROJECT. THE PROPOSAL CONTAINS THE APPLICATION FOR FEDERAL ASSISTANCE (BASIC DATA ON ENROLLMENT AND EXPENDITURES), PROGRAM DESCRIPTIONS, PLANS FOR EVALUATION OF THE PROGRAM, A REVIEW OF RELATED RESEARCH, AND STATEMENTS OF JUSTIFICATION FOR A COMPENSATORY EDUCATION PROJECT IN THE OMAHA SCHOOLS. THE PROJECT HAS PLANS FOR A MEDIA CENTER, EXTENDED USE OF STAFF AND FACILITIES, SUPPORTIVE PSYCHOLOGICAL SERVICES, USE OF COMMUNITY AIDES AND TEACHER CONSULTANTS, A VISITING TEACHER SERVICE, AN INSERVICE TRAINING PROGRAM, IMPROVEMENT OF LIBRARY SERVICES, AND A SUMMER PROGRAM. TO JUSTIFY ESTABLISHING A PROGRAM IN THE TARGET AREA, THE PROPOSAL PROVIDES CENSUS TRACT MAPS CONTAINING DEMOGRAPHIC DATA AND INFORMATION ABOUT THE AREA'S ECONOMIC AND SOCIAL CONDITIONS. IT ALSO PRESENTS DATA ON THE ACHIEVEMENT LEVELS OF THE STUDENTS IN THE PROJECT AREA SCHOOLS. (LB)

**ED 016 751** UD 005 462

*DUBSKY, DEANNA J.*
**AMERICANS ALL. FIRST DRAFT.**
OMAHA PUBLIC SCHOOLS, NEBR.
PUB DATE JAN 68
EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *INTERGROUP EDUCATION, *PRIMARY GRADES, *RACIAL DIFFERENCES, *READING MATERIALS, *RESOURCE MATERIALS, BIBLIOGRAPHIES, CAUCASIAN RACE, ETHNIC GROUPS, NEGROES, RACIAL ATTITUDES, RACIAL CHARACTERISTICS,

INTENDED FOR STUDENTS IN SECOND GRADE OR HIGHER, THIS BOOKLET IS A RESOURCE FOR TEACHING THE CONCEPTS OF CULTURE AND RACE. IT DISCUSSES CERTAIN RACIAL CHARACTERISTICS OF CAUCASIANS, MONGOLIANS, AND NEGROES, AND OFFERS SCIENTIFIC EXPLANATIONS OF PIGMENTATION AND OTHER RACIAL CHARACTERISTICS WHICH CAN BE UNDERSTOOD BY CHILDREN. A LIST OF STUDY PRINTS, INTEGRATED TEXTBOOKS, RECORDS, AND FILMSTRIPS IS INCLUDED. (LB)

**ED 016 752** UD 005 463

*WARNER, DON*
**READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH.**
OMAHA PUBLIC SCHOOLS, NEBR.
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$1.16 27P.

DESCRIPTORS *DISADVANTAGED YOUTH, *READING GAMES, *READING READINESS, *RESOURCE GUIDES,

THIS MANUAL FOR TEACHERS OF YOUNG EDUCATIONALLY DISADVANTAGED CHILDREN CONTAINS SPECIFIC DIRECTIONS FOR CONDUCTING NUMEROUS READING GAMES AND ACTIVITIES. IT OUTLINES ACTIVITIES FOR IMPROVING THE CHILD'S VOCABULARY, LISTENING POWER, PRONUNCIATION, SPELLING, AND OTHER READING READINESS SKILLS. (LB)

**ED 016 753** UD 005 503

*RECKARD, E.C.*
**PROJECT OPEN FUTURE.**
CALIFORNIA ASSN. OF INDEPENDENT SCH., LOS ANGELES
CLAREMONT GRADUATE SCHOOL AND UNIV. CTR., CALIF.
PUB DATE 02 MAR 67
EDRS PRICE MF-$0.25 HC-$0.72 16P.

DESCRIPTORS *ACADEMIC ENRICHMENT, *COLLEGE BOUND STUDENTS, *COUNSELING INSTRUCTIONAL PROGRAMS, *DISADVANTAGED YOUTH, CALIFORNIA ASSOC OF INDEPENDENT SCHOOLS, COLLEGE HIGH SCHOOL COOPERATION, FINANCIAL SUPPORT, MIDLAND SCHOOL, PRIVATE SCHOOLS, PROGRAM DESCRIPTIONS, RESIDENTIAL PROGRAMS, SUMMER PROGRAMS, THACHER SCHOOL, THE CLAREMONT COLLEGES, WEBB SCHOOL, WESTRIDGE SCHOOL,

THIS PROPOSAL DESCRIBES THE ANTICIPATED OPERATION OF A PROJECT WHICH WILL OFFER COLLEGE COUNSELING AND ACADEMIC ENRICHMENT TO DISADVANTAGED SECONDARY SCHOOL STUDENTS WITH COLLEGE POTENTIAL. THE STUDENTS WILL BE SELECTED IN THE SEVENTH GRADE AND CONTINUE IN THE PROGRAM THROUGHOUT HIGH SCHOOL. THEY WILL PARTICIPATE EACH SUMMER IN A 5-WEEK RESIDENTIAL PROGRAM AT ONE OF THE SPONSORING INDEPENDENT SCHOOLS OR COLLEGES, AND REGULARLY ATTEND SATURDAY CLASSES DURING EACH SCHOOL YEAR. THE ACTIVITIES OF THESE PROGRAMS ARE GENERALLY DISCUSSED. (LB)

**ED 016 754** UD 005 504

*MONHEIMER, MARC H.*
**REPORT OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE TO THE BOARD OF EDUCATION. VOLUME I.**
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.
PUB DATE OCT 67
EDRS PRICE MF-$0.50 HC-$3.16 77P.

DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL FINANCE, *EDUCATIONAL PLANNING, *INSTRUCTIONAL PROGRAMS, *SPECIAL EDUCATION, ADVISORY COMMITTEES, BERKELEY, BIBLIOGRAPHIES, CALIFORNIA, COMMUNITY STUDY, CURRICULUM, INTERCOMMUNICATION, MASTER PLANS, PUBLIC SCHOOLS, SCHOOL BUILDINGS, SCHOOL DISTRICTS, SCHOOL IMPROVEMENT, SPECIAL SERVICES, STATE SCHOOL DISTRICT RELATIONSHIP,

THIS REPORT, THE FIRST VOLUME OF AN EXTENSIVE TWO-VOLUME STUDY, OUTLINES VARIOUS RECOMMENDATIONS FOR THE IMPROVEMENT OF PUBLIC EDUCATION IN BERKELEY, CALIFORNIA. GENERATED BY FIVE SUBCOMMITTEES CONSISTING OF LAY CITIZENS AND PROFESSIONAL STAFF, THE RECOMMENDATIONS ARE ORGANIZED UNDER EACH COMMITTEES SPECIFIC AREA CONCERN--(1) THE INSTRUCTIONAL PROGRAM, (2) SPECIAL EDUCATION AND SPECIAL SERVICES, (3) FINANCE AND BUSINESS SERVICES, (4) COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS, AND FACILITIES, AND (5) SCHOOL DISTRICT RELATIONSHIPS. VOLUME II IS A GREATLY EXPANDED VERSION OF THIS REPORT AND CONTAINS A DETAILED DISCUSSION OF EACH OF THE COMMITTEE'S FINDINGS. (LB)

**ED 016 755** UD 005 505

*MONHEIMER, MARC H. AND OTHERS*
**STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II.**
BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.
PUB DATE OCT 67
EDRS PRICE MF-$2.00 HC-$20.20 503P.

DESCRIPTORS *EDUCATIONAL FACILITIES, *EDUCATIONAL FINANCE, *EDUCATIONAL PLANNING, *INSTRUCTIONAL PROGRAMS, *SPECIAL EDUCATION, ADVISORY COMMITTEES, BERKELEY, BIBLIOGRAPHIES, CALIFORNIA, COMMUNITY STUDY, CURRICULUM, INTERCOMMUNICATION, MASTER PLANS, PUBLIC SCHOOLS, SCHOOL BUILDINGS, SCHOOL DISTRICTS, SCHOOL IMPROVEMENT, SPECIAL SERVICES, STATE SCHOOL RELATIONSHIP,

THIS REPORT CONTAINS DETAILED STUDIES OF PUBLIC EDUCATION IN BERKELEY, CALIFORNIA AND MAKES EXTENSIVE RECOMMENDATIONS FOR ITS IMPROVEMENT. GENERATED BY FIVE SUBCOMMITTEES CONSISTING OF LAY CITIZENS AND PROFESSIONAL STAFF, THE STUDIES AND RECOMMENDATIONS ARE ORGANIZED UNDER EACH COMMITTEE'S SPECIFIC AREA OF CONCERN--(1) THE INSTRUCTIONAL PROGRAM, (2) SPECIAL EDUCATION AND SPECIAL SERVICES, (3) FINANCE AND BUSINESS SERVICES, (4) COMMUNITY ENVIRONMENT, SCHOOL BUILDINGS, AND FACILITIES, AND (5) SCHOOL DISTRICT RELATIONSHIPS. WITHIN EACH OF THE SECTIONS ARE SEPARATE BIBLIOGRAPHIES AND APPENDIXES. HALF OF THE REPORT IS DEVOTED TO THE SECTION ON THE INSTRUCTIONAL PROGRAMS, WHICH CONTAINS EXTENSIVE IN-

FORMATION ABOUT CURRICULUM. VOLUME I OF THIS REPORT IS AN ABBREVIATED VERSION OF THESE FINDINGS AND RECOMMENDATIONS. (LB)

**ED 016 756 UD 005 506**
**HARD WORK IS FUN, A COLLECTION OF COMPOSITIONS WRITTEN DURING THE 1966-1967 SCHOOL YEAR.**
NEW YORK CITY PUBLIC SCHOOLS, BROOKLYN, N.Y.
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$1.84 44P.

DESCRIPTORS *COMPOSITION (LITERARY), *DISADVANTAGED SCHOOLS, *ELEMENTARY SCHOOL STUDENTS, *GRADE 2, *PUBLIC SCHOOLS, CREATIVE WRITING, NEW YORK CITY, POETRY, PS 168M,

THE COMPOSITIONS IN THIS COLLECTION WERE WRITTEN BY STUDENTS IN A SECOND-GRADE CLASS IN A PUBLIC SCHOOL IN A DISADVANTAGED AREA IN NEW YORK CITY. THE CHILDREN SET THE TYPE, MADE THE LINOLEUM BLOCK ILLUSTRATIONS, PRINTED THE PAGES, AND BOUND THE BOOKLET. THE COLLECTION CONTAINS POEMS, COMPOSITIONS, AND LETTERS ON THE THEMES OF "HAPPY THOUGHTS," A TRIP TO THE MOON, BEING INVISIBLE, HALLOWEEN, LETTERS TO SANTA CLAUS, A TRIP TO A MUSEUM, HEROES AND HEROINES, THE WEATHER AND THE SEASONS, AND WORK IN THE SCHOOL SHOP. (NH)

**ED 016 757 UD 005 518**
*AMSDEN, CONSTANCE AND OTHERS*
**A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. REVISION 1.**
YOUTH OPPORTUNITIES FOUNDATION, LOS ANGELES, CALIF
PUB DATE 16 APR 65
EDRS PRICE MF-$0.50 HC-$2.84 69P.

DESCRIPTORS *LANGUAGE DEVELOPMENT, *MEXICAN AMERICANS, *PRESCHOOL CHILDREN, *PRIMARY GRADES, *READING PROGRAMS, BILINGUALISM, CALIFORNIA, CHILD DEVELOPMENT, CULTURALLY DISADVANTAGED, CULTURE CONFLICT, EAST LOS ANGELES, MALABAR STREET SCHOOL, NEGRO STUDENTS, NEIGHBORHOOD CENTERS, ORAL COMMUNICATION, PROGRAM BUDGETING, PROGRAM PROPOSALS, PSYCHOLOGICAL CHARACTERISTICS, READING ABILITY, READING PROCESSES, VERBAL LEARNING,

THIS PROPOSAL OUTLINES PLANS FOR A PROGRAM FOR MEXICAN-AMERICAN CHILDREN IN PRESCHOOL THROUGH THIRD GRADE AT THE MALABAR STREET SCHOOL IN EAST LOS ANGELES, CALIFORNIA. IN CONTRAST TO THE TRADITIONAL PRIMARY SCHOOL CURRICULUM, THE PROGRAM WILL EMPHASIZE LANGUAGE DEVELOPMENT, PARTICULARLY VERBAL MEDIATION SKILLS. READING INSTRUCTION WILL BE BASED ON WORD CONFIGURATION, PHONETIC, KINESTHETIC, AND LANGUAGE EXPERIENCE METHODS, AND OTHER SUBJECTS WILL BE TAUGHT AS A MEANS OF FURTHERING READING INSTRUCTION. EACH CHILD WILL BE RESPONSIBLE FOR A LARGE AMOUNT OF SELF-INSTRUCTION. THE PROGRAM RECOGNIZES THE CULTURAL BACKGROUND AND PERSONALITY CHARACTERISTICS OF THE INDIVIDUAL CHILD AND THEIR FUNCTIONAL RELATIONSHIP TO READING DEVELOPMENT PROCESSES. TO INVOLVE THE ENTIRE COMMUNITY, THE PROJECT WILL ESTABLISH MULTIPLE NEIGHBORHOOD CENTERS, EACH STAFFED BY TWO MEXICAN-AMERICAN MOTHERS WORKING WITH TEN CHILDREN. THE REPORT DESCRIBES THE MEXICAN-AMERICAN PROBLEM IN CALIFORNIA AND GIVES SOME DETAILS OF THE PROGRAM BUDGET, WHICH IS ESTIMATED AT $294,461 FOR A 2-YEAR PERIOD. IT ALSO CONTAINS RESOURCE INFORMATION ON CERTAIN CHARACTERISTICS OF THE NEGRO AND MEXICAN-AMERICAN CHILD'S READING ABILITY, A TIME SCHEDULE FOR THE DEVELOPMENT OF READING, AND A DISCUSSION OF THE RELATIONSHIP OF THE MAJOR CURRICULUM AREAS TO READING. (LB)

**ED 016 758 UD 005 526**
**ONE TO GET READY...A REPORT ON SOME OF THE WAYS THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IS PROVIDING SPECIAL PROGRAMS FOR CHILDREN IN MARYLAND'S LOW INCOME NEIGHBORHOODS.**
MARYLAND STATE DEPT. OF EDUCATION, BALTIMORE
PUB DATE 67
EDRS PRICE MF-$0.25 HC-$1.52 36P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, *PROGRAM DESCRIPTIONS, DROPOUT PREVENTION, EDUCATIONAL FINANCE, EDUCATIONAL PLANNING, FAMILY LIFE EDUCATION, HEALTH PROGRAMS, INSTRUCTIONAL STAFF, LANGUAGE ARTS, MUSIC ACTIVITIES, OUTDOOR EDUCATION, PREGNANCY, TEACHER AIDES,

ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS IN 23 MARYLAND SCHOOL DISTRICTS ARE REVIEWED IN THIS REPORT. IN THE PERIOD FROM 1965 TO 1967 $29 MILLION WAS APPROPRIATED FOR TITLE I ACTIVITIES, WHICH WERE OFFERED TO 46,000 PUBLIC AND NONPUBLIC SCHOOL STUDENTS, INCLUDING 39,000 IN A SUMMER SCHOOL SESSION IN 1966. THE ACTIVITIES OF THE PROJECTS INCLUDED--(1) USE OF CONSULTANTS, TUTORS, AND AIDES, (2) PRESCHOOL CLASSES, (3) A PROGRAM FOR PREGNANT GIRLS, (4) HEALTH AND NUTRITION PROGRAMS, (5) LANGUAGE ARTS INSTRUCTION IN THE PRIMARY GRADES, (6) AN OUTDOOR EDUCATION PROGRAM, (7) DROPOUT PREVENTION PROGRAMS, (8) FAMILY LIFE INSTRUCTION, (9) USE OF CHILDREN'S AIDES AND PARENT HELPERS, (10) EMPLOYMENT OF ADDITIONAL REGULAR STAFF, AND (11) INSTRUMENTAL MUSIC CLASSES. IT IS FELT THAT TITLE I PROGRAMS WOULD BE MORE EFFECTIVE IF THERE WERE BETTER USE OF COMMUNITY RESOURCES, MORE INSERVICE TEACHER EDUCATION AND PARENT INVOLVEMENT, AND GREATER EMPHASIS ON THE LEARNING IN THE EARLY SCHOOL YEARS. (DK)

**ED 016 759 UD 005 530**
*GORDON, EDMUND W., ED.*
**IRCD BULLETIN, VOLUME 3, NUMBER 5, NOVEMBER 1967.**
YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$0.32 6P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *EDUCATIONAL QUALITY, *MINORITY GROUPS, *SCHOOL SEGREGATION, *SCHOOL SURVEYS, BIBLIOGRAPHIES, CAUCASIAN STUDENTS, COMMUNITY INVOLVEMENT, COMPENSATORY EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL RESOURCES, ENVIRONMENTAL CONTROL (PSYCHOLOGICAL), EQUAL EDUCATION, NEGRO STUDENTS, RACIAL COMPOSITION, SCHOOL IMPROVEMENT, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS,

FEATURED IN THIS BULLETIN IS A DISCUSSION BY EDMUND W. GORDON OF "EQUALITY OF EDUCATIONAL OPPORTUNITY" (KNOWN AS THE COLEMAN REPORT AFTER ITS SENIOR AUTHOR), A REPORT OF AN EXTENSIVE SURVEY OF MINORITY GROUP EDUCATION IN THE UNITED STATES. AFTER EXAMINING SOME OF THE DATA AND FINDINGS IN THE REPORT, GORDON CONCLUDES THAT ONE CANNOT ON THE BASIS OF THE REPORT'S STATISTICS INFER THE CAUSES OF THE CONDITIONS WHICH COLEMAN DESCRIBES. HE MAINTAINS, HOWEVER, THAT ONE CAN SAFELY ACCEPT COLEMAN'S CONCLUSION THAT MOST MINORITY GROUP CHILDREN ATTEND SCHOOLS WHICH ARE ETHNICALLY AND SOCIALLY SEGREGATED. MOREOVER, AS COLEMAN SUGGESTS, MINORITY GROUP CHILDREN ARE STRONGLY INFLUENCED BY THE QUALITY OF THEIR TEACHERS, BY THE CURRICULUM, AND BY OTHER PUPILS IN THE SCHOOL. THESE SCHOOL FACTORS ESPECIALLY INFLUENCE PUPILS' SENSE OF CONTROL OVER THEIR OWN DESTINY, WHICH IN TURN AFFECTS THEIR ACADEMIC ACHIEVEMENT. HOWEVER THE COLEMAN REPORT DOES NOT RECOGNIZE THE IMPACT OF THE DISADVANTAGED CHILD'S EDUCATIONAL DEFICIT UPON HIS SUBSEQUENT ACHIEVEMENT, FOR IT FAILS TO CONSIDER THAT SCHOOLS SHOULD BE PROVIDING UNEQUAL, COMPENSATORY TREATMENT FOR THE DISADVANTAGED. THE STUDY ALSO DOES NOT ASSESS SUCH SUBTLE BUT IMPORTANT "PROCESS VARIABLES" AS CLASSROOM CLIMATE, PUPIL-TEACHER INTERACTION, OR THE NATURE AND QUALITY OF SCHOOL ADMINISTRATION. HOWEVER, ALTHOUGH THE STUDY ONLY CRUDELY IDENTIFIES AND MEASURES SCHOOL FACTORS, IT CLEARLY INDICATES THE IMPORTANCE OF SCHOOL INTEGRATION AND IMPROVED SCHOOL QUALITY, AND DOES NOT CONTRADICT THE SUGGESTION THAT THE COMMUNITY PARTICIPATE MORE IN SCHOOL POLICY MAKING. A BIBLIOGRAPHY ON THE COLEMAN REPORT AND TWO PERTINENT BOOK REVIEWS ARE ALSO INCLUDED IN THIS BULLETIN. (LB)

**ED 016 760 UD 005 531**
**FOCUS ON ACHIEVEMENT.**
HOUSTON INDEPENDENT SCHOOL DIST., TEX.
PUB DATE 66
EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COMPENSATORY EDUCATION PROGRAMS, *ELEMENTARY SCHOOLS, *PROGRAM DESCRIPTIONS, *SECONDARY SCHOOLS, CULTURAL ENRICHMENT, ESEA TITLE 1, HEALTH SERVICES, HOUSTON, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL PROGRAMS, JOB TRAINING, LIBRARY SERVICES, PRESCHOOL PROGRAMS, READING PROGRAMS, SPANISH SPEAKING, SPECIALISTS, SUMMER PROGRAMS, TEACHER AIDES, TEXAS,

THIS EVALUATION SUMMARY DESCRIBES AN ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECT WHICH PROVIDED ADDITIONAL PERSONNEL SERVICES, EQUIPMENT, AND MATERIALS TO STUDENTS IN 25 ELEMENTARY AND SECONDARY SCHOOLS. THE GOAL OF THE PROJECT WAS TO RAISE THE ACHIEVEMENT LEVELS OF THE SCHOOLS. FIFTY-EIGHT "SUPPLEMENTAL SCHOOLS" PARTICIPATED IN THE PROJECT ON A LIMITED BASIS. THE SUBJECT MATTER SPECIALISTS, SPECIAL SPANISH LANGUAGE CLASSES, A CORRECTIVE

READING PROGRAM, AND AN EXTENDED SUMMER PROGRAM. CULTURAL ENRICHMENT ACTIVITIES INCLUDED BUS TRIPS TO MUSEUMS AND OTHER POINTS OF EDUCATIONAL INTEREST AND A FINE ARTS PROGRAM. SUPPLEMENTARY HEALTH AND LIBRARY SERVICES WERE ALSO PROVIDED. A PRESCHOOL PROGRAM, A SUMMER OCCUPATIONAL TRAINING PROGRAM FOR SECONDARY SCHOOL STUDENTS, AND INSERVICE TRAINING ACTIVITIES WERE OTHER ASPECTS OF THE PROJECT. NO ATTEMPT IS MADE IN THIS REPORT TO PROVIDE COMPREHENSIVE EVALUATION DATA. (LB)

**ED 016 761** **UD 005 565**

**A PLAN FOR EDUCATIONAL POLICY AND ADMINISTRATIVE UNITS, FURTHER DECENTRALIZATION OF THE PUBLIC SCHOOLS.**

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

PUB DATE 07 MAR 68

EDRS PRICE MF-$0.25 HC-$0.24 4P.

DESCRIPTORS *ADMINISTRATIVE CHANGE, *ADMINISTRATIVE POLICY, *BOARD OF EDUCATION POLICY, *COMMUNITY SCHOOLS, *DECENTRALIZATION, ADMINISTRATOR RESPONSIBILITY, BOARD ADMINISTRATOR RELATIONSHIP, BOARD OF EDUCATION ROLE, NEW YORK CITY, PERSONNEL POLICY, PUBLIC SCHOOLS, SCHOOL DISTRICTS, SCHOOL FUNDS, STATE ACTION,

THIS PLAN CONTAINS LEGISLATIVE PROPOSALS AND GENERAL RECOMMENDATIONS FOR THE DECENTRALIZATION OF THE NEW YORK CITY PUBLIC SCHOOLS AND FOR INCREASED PARENT AND COMMUNITY PARTICIPATION. IN PART IT RESPONDS TO AN EARLIER PLAN PROPOSED BY THE MAYOR'S PANEL ON DECENTRALIZATION. THE PRESENT PROPOSAL SUGGESTS THAT THE ADMINISTRATIVE RESTRUCTURING OF THE SCHOOLS WHICH THE MAYOR'S PANEL HAS RECOMMENDED WOULD ONLY CREATE "HARMFUL DISORGANIZATION." A MORE EFFECTIVE PLAN WOULD REQUIRE PERMANENT INCREASED STATE AID AND INSTITUTE COORDINATED SCHOOL, HEALTH, HOUSING, EMPLOYMENT, AND RECREATION OPPORTUNITIES. IT IS FELT THAT ALTHOUGH LOCAL CONTROL MIGHT SUCCESSFULLY BE EXERCISED OVER THE INSTRUCTIONAL PROGRAM, IT SHOULD NOT BE ALLOWED TO HINDER INTEGRATION, THE MERIT SYSTEM, THE NEW COMPREHENSIVE HIGH SCHOOL PROGRAM, SCHOOL EVALUATION, AND OTHER CITY-WIDE EDUCATIONAL POLICIES. THUS THE LOCAL SCHOOL BOARDS MUST REMAIN ACCOUNTABLE TO THE CENTRAL BOARD. THE LEGISLATIVE PROPOSALS OUTLINED IN THIS PLAN BRIEFLY DESCRIBE THE AUTHORITY OF THE LOCAL SCHOOL BOARDS, THE TENURE OF EMPLOYEES, THE PROCEDURES FOR THE SELECTION OF THE BOARD OF EDUCATION, AND THE REMOVAL OF RESTRICTIVE PROVISIONS IN THE PRESENT LAW. FURTHER RECOMMENDATIONS NOT REQUIRING LEGISLATION INCLUDE THE SUGGESTION THAT NO ADDITIONAL LOCAL BOARDS OR DISTRICTS BE CREATED, THAT THERE BE CENTRALIZED EXAMINATION AND APPOINTMENT OF SCHOOL PERSONNEL, AND THAT THE BOARD OF EXAMINERS BE REORGANIZED AND RETAINED. IT IS FURTHER RECOMMENDED THAT THE LOCAL BOARDS HAVE FLEXIBILITY IN THE USE OF ALLOCATED FUNDS AND RESOURCES. UNDER THIS PLAN COST AND EVALUATION DATA GATHERED BY THE CENTRAL BOARD WOULD BE MADE AVAILABLE TO LOCAL BOARDS FOR DETERMINATION OF INSTRUCTIONAL PRIORITIES. (LB)

**ED 016 762** **UD 005 741**

**TITLE I ESEA ANNUAL EVALUATION REPORT, 1965-1966.**

MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON

PUB DATE 66

EDRS PRICE MF-$0.50 HC-$3.20 87P.

DESCRIPTORS *COMPENSATORY EDUCATION PROGRAMS, *FEDERAL PROGRAMS, *PROGRAM EVALUATION, *STATISTICAL DATA, *TABLES (DATA), ACADEMIC ACHIEVEMENT, ANNUAL REPORTS, ESEA TITLE 1, GUIDANCE SERVICES, INSTRUCTIONAL MATERIALS, MISSISSIPPI, READING PROGRAMS, SCHOOL PERSONNEL, SCHOOL SERVICES, STUDENT NEEDS,

COMPENSATORY EDUCATION ACTIVITIES IN MISSISSIPPI ARE EVALUATED IN THIS REPORT. IT IS FELT THAT DESPITE SUCH OPERATIONAL PROBLEMS AS A SHORTAGE OF INSTRUCTIONAL, SUPERVISORY, AND CLERICAL STAFF, TITLE I PROJECTS HAD CONSIDERABLE IMPACT ON THEIR PARTICIPANTS. IT IS REPORTED THAT THE LEVEL OF ATTAINMENT FOR ALL PUPILS INCREASED AT LEAST TWO MONTHS ABOVE WHAT NORMALLY WOULD BE EXPECTED FOR THE PARTICULAR TIME PERIOD. SCHOOL ATTENDANCE RATES AND SCHOOL HOLDING POWER WERE ALSO IMPROVED. (NO DATA IS GIVEN IN CONNECTION WITH THESE FINDINGS.) THE PROJECTS ATTEMPTED TO SATISFY THE MOST PREVALENT NEEDS OF TITLE I PUPILS FOR READING MATERIALS AND EQUIPMENT, PUPIL-TEACHER RATIO REDUCTIONS, VOCATIONAL TRAINING, HEALTH SERVICES AND GUIDANCE SERVICES. IN ADDITION TITLE I PROJECTS PROVIDED TEACHER AIDES, SPEECH THERAPISTS AND OTHER SPECIAL EDUCATION TEACHERS, INSERVICE TRAINING, CURRICULUM ENRICHMENT, AND FOOD AND LIBRARY SERVICES. SUMMER SCHOOL AND READING PROGRAMS WERE REPORTED AS HAVING THE GREATEST IMPACT ON TITLE I PUPILS. THE REPORT DESCRIBES INNOVATIVE PROGRAMS IN SOME DETAIL AND PRESENTS TABULAR DATA ON THE PROJECTS' ACTIVITIES. INCLUDED AMONG THE DATA IS A SECTION SPECIFICALLY PERTAINING TO GUIDANCE SERVICES. ANALYSIS OF THESE DATA REVEALED THAT, DESPITE THE HIRING OF 42 ADDITIONAL COUNSELORS, COUNSELING SERVICES WERE STILL INADEQUATE. (LB)

**ED 016 763** **UD 005 773**

*LEVITAN, SAR A.*

**PLANNING THE ANTI-POVERTY STRATEGY. PART TWO.**

MICHIGAN UNIV., ANN ARBOR, INST. LAB. AND INDUS. REL.

PUB DATE 67

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *FEDERAL LEGISLATION, *FEDERAL PROGRAMS, *GOVERNMENT ROLE, *POVERTY PROGRAMS, ACTION PROGRAMS (COMMUNITY), AGENCIES, CITIZEN PARTICIPATION, COMMUNITY ACTION PROGRAM, ECONOMIC OPPORTUNITY ACT OF 1964, FEDERAL AID, INTERAGENCY PLANNING, JOB CORPS, POLITICAL ISSUES, PROGRAM ADMINISTRATION, PROGRAM PLANNING, US CONGRESS, US PRESIDENT,

DESCRIBED IN DETAIL IN THIS PAPER IS THE BACKGROUND OF THE PASSAGE OF ECONOMIC OPPORTUNITY ACT OF 1964 (PUBLIC LAW 88-425). OPENING WITH A DISCUSSION OF THE APPOINTMENT OF A TASK FORCE TO PREPARE LEGISLATION, THE PAPER TRACES CRITICALLY THE BARGAINING AND MANEUVERING OF A NUMBER OF FEDERAL AGENCIES, OTHER GROUPS, AND VARIOUS INDIVIDUALS IN WRITING THE DRAFT OF THE BILL. DURING ITS 6-WEEK EXISTENCE, THE TASK FORCE DEVELOPED A FRAMEWORK WHICH CONSISTED MAINLY OF "OLD IDEAS" AND "NEW SLOGANS." THE COMMUNITY ACTION PROGRAM (CAP) AND THE ADMINISTRATION AND COORDINATION OF A FEW NEW PROJECTS WERE THE MOST DIFFICULT SUBSTANTIVE ISSUES TO RESOLVE, IN PARTICULAR THE CONTROVERSY SURROUNDING THE STATEMENT THAT THE CAP ACTIVITIES WOULD ENCOURAGE "MAXIMUM FEASIBLE PARTICIPATION OF THE POOR." THE PAPER ALSO REVIEWS THE QUESTION OF FUNDING THE PROGRAMS OUTLINED IN THE BILL. THE PRESIDENT'S ROLE IN ITS PASSAGE, AND THE VICISSITUDES OF THE BILL IN CONGRESS. THE PAPER STATES THAT THE SUSTAINED PRESSURE OF PRESIDENT JOHNSON ULTIMATELY RESULTED IN THE PASSAGE OF THE BILL, ALTHOUGH CONGRESS CUT THE AUTHORIZATION BY $15 MILLION. THIS ARTICLE IS PUBLISHED IN PHRA, VOLUME 2, ISSUE 2, P.5-15, 1967, AND IS AVAILABLE FROM THE UNIVERSITY OF MICHIGAN, P.O. BOX 1957, ANN ARBOR, MICHIGAN 48106, FOR $6.00 LOOSELEAF, $7.50 BOUND. (NH)

**ED 016 764** **VT 000 267**

*PARR, CADAR*

**STUDENT'S PERSONAL ADJUSTMENT TO WORK, SUGGESTED PLANS FOR GROUP DISCUSSIONS IN VOCATIONAL INDUSTRIAL EDUCATION. VOLUME I.**

TEXAS UNIV., AUSTIN, DEPT. OF IND. EDUC.

TEXAS EDUCATION AGENCY, AUSTIN, IND. EDUC. DIV.

PUB DATE FEB 63

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *GROUP DISCUSSION, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL ADJUSTMENT, COOPERATIVE EDUCATION, GRADE 11, GRADE 12, PERSONAL ADJUSTMENT,

VOCATIONAL TEACHERS MAY USE THIS GUIDE AS A SOURCE OF APPROPRIATE DISCUSSION TOPICS AND METHODS IN STUDENT DISCUSSIONS RELATIVE TO JOB ORIENTATION IN COOPERATIVE PART-TIME CLASSES. IT WAS DEVELOPED BY AN INSTRUCTOR-COORDINATOR AND AN ADVISORY COMMITTEE. TEXTUAL MATERIAL COVERS THE PURPOSE OF GROUP DISCUSSIONS, HOW TO PLAN A DISCUSSION, SUGGESTIONS ON LEADING A DISCUSSION, REMINDERS ON THE USE OF THE CHALKBOARD, DO'S AND DONT'S ON THE USE OF QUESTIONS, AND MASTER OUTLINE OF DISCUSSION TOPICS. NINETEEN LESSON GUIDES AND INFORMATION SHEETS COVER ACTUAL SUBJECTS FOR DISCUSSION--INTRODUCTION TO VOCATIONAL EDUCATION, SAFETY, VOCATIONAL GUIDANCE, AND JOB ATTITUDES AND RELATIONS. EACH LESSON GUIDE CONTAINS THE AIM, REFERENCE, MATERIALS OR AIDS, INTRODUCTORY INFORMATION, CORRELATED POINTS TO BE COVERED AND METHODS, GROUP PARTICIPATION, AND SUMMARIZATION. THE TEACHER OF THE 2-YEAR PROGRAM SHOULD BE A QUALIFIED COORDINATOR, AND STUDENTS SHOULD BE JUNIORS OR

SENIORS. THIS GUIDE AND VOLUME II (VT 000 268) ARE AVAILABLE FOR $6.00 FROM INDUSTRIAL EDUCATION DEPARTMENT, DIVISION OF EXTENSION, THE UNIVERSITY OF TEXAS, AUSTIN, TEXAS 78712. (EM)

**ED 016 765** **VT 000 268**
**STUDENT'S PERSONAL ADJUSTMENT TO WORK, SUGGESTED PLANS FOR GROUP DISCUSSIONS IN VOCATIONAL INDUSTRIAL EDUCATION. VOLUME II.**
TEXAS UNIV., AUSTIN, DEPT. OF IND. EDUC.
TEXAS EDUCATION AGENCY, AUSTIN, IND. EDUC. DIV.
PUB DATE FEB 63
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *GROUP DISCUSSION, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, *VOCATIONAL ADJUSTMENT, BIBLIOGRAPHIES, COOPERATIVE EDUCATION, GRADE 11, GRADE 12, INSTRUCTIONAL FILMS, PERSONAL ADJUSTMENT,

VOCATIONAL TEACHERS CAN USE THIS STUDY GUIDE AS AN ORGANIZED PLAN OF DEVELOPING APPROPRIATE DISCUSSION TOPICS RELATIVE TO JOB ORIENTATION IN 2-YEAR PART-TIME CLASSES. IT WAS DEVELOPED BY AN INSTRUCTOR-COORDINATOR AND AN ADVISORY COMMITTEE. MAJOR DIVISIONS ARE (1) PERSONAL TRAITS, (2) MONEY AND BANKING, (3) SCHOOL RELATIONS, (4) CIVIC RESPONSIBILITIES, (5) RECORDS AND REPORTS, (6) APPLYING AND INTERVIEWING FOR JOBS, (7) FACTS ABOUT NARCOTICS, AND (8) PUBLIC RELATIONS. LESSONS WITHIN EACH SECTION INCLUDE TOPIC, AIM, REFERENCES, INTRODUCTORY INFORMATION, PROCEDURES, GROUP PARTICIPATION, TEACHING METHODS, AND A SUMMARY. INFORMATION SHEETS SUPPLEMENT OTHER REFERENCES. THE TEACHER SHOULD BE A QUALIFIED COORDINATOR, AND STUDENTS SHOULD BE JUNIORS OR SENIORS. A BIBLIOGRAPHY INCLUDES BOOKLETS, PAMPHLETS, BOOKS, AND 58 FILMS. THIS GUIDE AND A COMPANION VOLUME I (VT 000 267) ARE AVAILABLE FOR $6.00 FROM INDUSTRIAL EDUCATION DEPARTMENT, DIVISION OF EXTENSION, THE UNIVERSITY OF TEXAS, AUSTIN, TEXAS 78712. (EM)

**ED 016 766** **VT 000 360**
*SCRUGGS, MARGUERITE SOUDER, MARY FERN*
**INTERRELATIONSHIP OF HOME ENVIRONMENT AND EMPLOYMENT.**
IOWA STATE UNIV. OF SCIENCE AND TECHNOLOGY, AMES
PUB DATE NOV 66
CONTRACT OEC-5-85-108
**EDRS PRICE MF-$0.50 HC-$2.64 64P.**
DESCRIPTORS *EMPLOYMENT, *FAMILY ENVIRONMENT, *VOCATIONAL ADJUSTMENT, CHILD DEVELOPMENT, CLOTHING, DATA COLLECTION, EMPLOYMENT EXPERIENCE, EMPLOYMENT PROBLEMS, FAMILY CHARACTERISTICS, FAMILY RELATIONSHIP, HEALTH, HOME MANAGEMENT, HOUSING, INCOME, INDUSTRY, NUTRITION, OCCUPATIONAL MOBILITY, PART TIME JOBS, PARTICIPANT CHARACTERISTICS, SEMISKILLED WORKERS, SKILLED WORKERS, SOCIAL CHARACTERISTICS, UNSKILLED WORKERS, VOCATIONAL EDUCATION, WAGES, WORK ATTITUDES,

IN ORDER TO IDENTIFY CHARACTERISTICS OF HOME ENVIRONMENT WHICH RELATED TO THE WORKER'S EMPLOYMENT RECORD, TO TEST METHODS OF OBTAINING INFORMATION, AND TO DEVELOP RATIONALE FOR LATER TESTING, DATA WERE COLLECTED FROM COMPANY RECORDS, A QUESTIONNAIRE SURVEY OF 40 EMPLOYEES IN TWO GROUPS, AND INTERVIEWS OF EMPLOYEES' WIVES. ALL PARTICIPANTS WHO WERE SKILLED, SEMISKILLED, AND UNSKILLED WORKERS HAD SIX COMMON CHARACTERISTICS--20-40 YEARS OLD, MARRIED WITH WIFE WORKING OUTSIDE THE HOME LESS THAN 20 HOURS PER WEEK, ETC. WAGE GROUP AT THE TIME OF STUDY DIFFERENTIATED THESE INTO TWO GROUPS--GROUP 1 CONSISTING OF MEN EMPLOYED IN THE THREE LOWEST WAGE GROUPS AND GROUP 2, MEN EMPLOYED IN THE FIVE HIGHEST WAGE GROUPS. DATA WERE ANALYZED BY DEVELOPING AND ANALYZING CASE STUDIES, COMPARING GROUPS, AND EXAMINING INTERCORRELATES OF 116 VARIABLES WITHIN EACH GROUP AND FOR THE TOTAL OF 40 FAMILIES. ABSENTEEISM WAS SLIGHTLY HIGHER IN GROUP 2. BOTH GROUPS AVERAGED ABOUT THE SAME NUMBER OF PART-TIME JOBS IN ADDITION TO COMPANY JOBS. GROUP 2 HAD MORE SENIORITY, MORE UPWARD WAGE MOBILITY, AND MADE MORE SUGGESTIONS TO THE COMPANY. GROUP 2 FAMILIES WERE HIGHER IN SOCIAL PARTICIPATION AND MORE UPWARDLY MOBILE SOCIALLY, MENTIONED MORE HOME CHARACTERISTICS THEY BELIEVED WOULD INFLUENCE MEN ON THE JOB, AND EXHIBITED MORE HARMONY IN THE FAMILY, BETTER RESOURCE MANAGEMENT, AND MORE DEMOCRATIC DECISION MAKING. ABSENTEEISM CORRELATED POSITIVELY WITH THE NUMBER OF CHILDREN, NUMBER OF MOVES BY FAMILY IN THE PAST 5 YEARS, AND NUMBER OF HOME-INFLUENCING FACTORS IDENTIFIED BY THE WIFE. IT WAS RECOMMENDED THAT RELATIONSHIPS IDENTIFIED IN THIS STUDY BE INVESTIGATED FURTHER IN OTHER KINDS OF JOBS FOR WHICH VOCATIONAL AND TECHNICAL EDUCATION PROVIDES TRAINING. SAMPLING AND DATA COLLECTION TECHNIQUES PROVED TO BE EFFICIENT. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS," WHICH SUPPLEMENTS VT 001 546. (JM)

**ED 016 767** **VT 000 486**
*WEISS, DAVID J. AND OTHERS*
**THE MEASUREMENT OF VOCATIONAL NEEDS. MINNESOTA STUDIES IN VOCATIONAL REHABILITATION, NUMBER 16.**
MINNESOTA UNIV., MINNEAPOLIS, IND. RELAT. CENTER
REPORT NUMBER BULL-39
PUB DATE APR 64
**EDRS PRICE MF-$0.50 HC-$4.24 104P.**
DESCRIPTORS *ATTITUDE TESTS, *INDIVIDUAL NEEDS, *OCCUPATIONAL CHOICE, *TEST CONSTRUCTION, *VOCATIONAL ADJUSTMENT, COLLEGE STUDENTS, EMPLOYEES, EMPLOYMENT LEVEL, MINNESOTA IMPORTANCE QUESTIONNAIRE, N FACTORS QUESTIONNAIRE, PHYSICALLY HANDICAPPED, QUESTIONNAIRES, TEST VALIDITY, THEORY OF WORK ADJUSTMENT,

TWO QUESTIONNAIRES FOR MEASURING VOCATIONAL NEEDS WERE DEVELOPED. NEED WAS DEFINED AS "NEED FOR SPECIFIED REINFORCING CONDITIONS IN THE WORK ENVIRONMENT." THE N-FACTORS QUESTIONNAIRE (NFQ) CONSISTED OF 48 TWO-RESPONSE CHOICE ITEMS, FOUR ITEMS FOR EACH OF 12 SCALES--ACHIEVEMENT, AUTHORITY, COWORKERS, CREATIVITY AND CHALLENGE, DEPENDENCE, INDEPENDENCE, MORAL VALUES, RECOGNITION, SECURITY, SELF EXPRESSION, SOCIAL SERVICE, AND SOCIAL STATUS. THE QUESTIONNAIRE WAS COMPLETED BY 1,014 EMPLOYEES (521 DISABLED AND 493 NONDISABLED), AND DATA ANALYSIS INDICATED THAT ONLY FIVE SCALES HAD ADEQUATE RELIABILITIES. THE MINNESOTA IMPORTANCE QUESTIONNAIRE (MIQ) WAS DEVELOPED BY REVISING AND EXPANDING THE NFQ. NEW SCALES WERE ABILITY UTILIZATION, ACTIVITY, ADVANCEMENT, COMPANY POLICIES AND PRACTICES, COMPENSATION, RESPONSIBILITY, SUPERVISION--HUMAN RELATIONS, AND TECHNICAL, VARIETY, AND WORKING CONDITIONS. THE MIQ WAS COMPLETED BY 2,308 EMPLOYEES (DISABLED AND NONDISABLED) REPRESENTING BLUE COLLAR, NONSKILLED WHITE COLLAR, SKILLED WHITE COLLAR AND MANAGERIAL GROUPS, AND 503 COLLEGE STUDENTS. THE MIQ SCALES WERE SHOWN TO HAVE HIGH RELIABILITIES, AND APPEARED TO BE USEFUL IN VOCATIONAL DIAGNOSIS. DATA SUPPORTED THE ASSUMPTION THAT DISABILITY AFFECTS PERSONALITY. IT SUPPORTED THE "THEORY OF WORK ADJUSTMENT" WHICH STATED THAT THE NEED SET OF AN INDIVIDUAL UNDERGOES SOME CHANGES IN STRUCTURE WHEN THE INDIVIDUAL EXPERIENCES THE REINFORCERS IN WORK. (PA)

**ED 016 768** **VT 000 533**
*LEVENSON, BERNARD MCDILL, MARY S.*
**EMPLOYMENT EXPERIENCES OF GRADUATES IN AUTOMOTIVE MECHANICS, MERGENTHALER AND CARVER HIGH SCHOOLS, BALTIMORE. YOUTH EMPLOYMENT PROJECT, REPORT 2.**
JOHNS HOPKINS UNIV., BALTIMORE
PUB DATE AUG 64
**EDRS PRICE MF-$0.25 HC-$1.52 36P.**
DESCRIPTORS *AUTO MECHANICS, *EMPLOYMENT EXPERIENCE, *GRADUATE SURVEYS, *WAGES, BALTIMORE, CAUCASIANS, COMPARATIVE ANALYSIS, HIGH SCHOOL GRADUATES, MARYLAND, NEGROES, RACIAL DIFFERENCES, TRADE AND INDUSTRIAL EDUCATION,

THE EMPLOYMENT AND EARNINGS OF 147 GRADUATES WHO PURSUED A COURSE IN AUTO MECHANICS ARE EXAMINED IN THIS REPORT WHICH COVERS A 5-YEAR PERIOD FROM THE SENIOR YEAR IN HIGH SCHOOL TO FOUR YEARS AFTER GRADUATION. EMPLOYMENT AND EARNING DATA WERE BASED ON SOCIAL SECURITY TAX RETURNS FILED BY EMPLOYERS. CARVER HIGH SCHOOL, WITH 100 PERCENT NEGRO ENROLLMENT, AND MERGENTHALER HIGH SCHOOL, WITH 98 PERCENT WHITE ENROLLMENT, WERE CHOSEN FOR A FOLLOWUP STUDY OF EMPLOYMENT EXPERIENCES OF NEGROES AND WHITES WITH THE SAME LEVEL OF SCHOOLING, FAMILY EDUCATIONAL BACKGROUNDS, AGE, TRAINING AND TIME OF ENTRY INTO THE LABOR MARKET IN THE SAME GEOGRAPHICAL AREA. PREGRADUATION EARNINGS FOR BOTH GROUPS WERE ALMOST THE SAME. MERGENTHALER GRADUATES, ON THE AVERAGE, STARTED OUT AFTER GRADUATION AT ABOUT $35-$40 PER WEEK AND EACH YEAR INCREASED THEIR EARNINGS BY APPROXIMATELY $12 PER WEEK. CARVER GRADUATES STARTED AT ABOUT $15-$20 PER WEEK AND EACH YEAR INCREASED

THEIR EARNINGS BY APPROXIMATELY $6 PER WEEK. SCHOOLS HAVE BEEN UNDER PRESSURE TO INCREASE RACIAL INTEGRATION, BUT INCREASED SCHOOL INTEGRATION MAY HAVE NO EFFECT ON THE OPPORTUNITIES OF NEGRO YOUTH UNLESS ACCOMPANIED BY SIMILAR CHANGES AND PRACTICES IN THE INDUSTRIAL COMMUNITY. (PA)

**ED 016 769** VT 000 697
**EMERGENCY VICTIM CARE AND RESCUE, TEXTBOOK FOR SQUADMEN.**
OHIO STATE DEPT. OF EDUCATION, COLUMBUS
PUB DATE 65
**EDRS PRICE MF-$1.25 HC-$13.36 332P.**
DESCRIPTORS *EMERGENCY SQUAD PERSONNEL, *HEALTH OCCUPATIONS EDUCATION, *RESCUE, *TEXTBOOKS, ADULT VOCATIONAL EDUCATION, FIRST AID, MEDICAL SERVICES,
DESIGNED FOR TRAINING EMERGENCY SQUAD PERSONNEL IN RESCUE PROCEDURES AND VICTIM CARE BEYOND BASIC FIRST AID, THIS TEXTBOOK WAS DEVELOPED BY A COMMITTEE OF SQUADMEN, DOCTORS, NURSES, FIREMEN, AND STATE TRADE AND INDUSTRIAL PERSONNEL TO BE USED IN ADULT TRAINING CLASSES OF FULL-TIME OR VOLUNTEER SQUADMEN. THE INSTRUCTIONAL MATERIAL INCLUDES 26 CHAPTERS WITH PHOTOGRAPHS AND DRAWINGS. NEW MEDICAL FINDINGS REGARDING CLOSED-CHEST HEART COMPRESSION, ARTIFICIAL RESPIRATION, FIRST AID FOR LARYNGECTOMY VICTIMS, AND OTHER PHASES OF FIRST-AID WORK INCLUDING THE MOST RECENT RESCUE PROCEDURES AND TECHNIQUES ARE PRESENTED. REPRESENTATIVE CHAPTER TITLES ARE (1) CHILDBIRTH, (2) COMMON SQUAD EMERGENCIES, (3) OXYGEN THERAPY, (4) ELECTRICAL EMERGENCIES, (5) WATERFRONT OPERATIONS, (6) RECORDS AND REPORTS, (7) POST-MORTEM CONFERENCES, AND (8) LEGAL ASPECTS. EACH CHAPTER PROVIDES AN INTRODUCTION TO THE EMERGENCY, DEFINES TERMS, LISTS SYMPTOMS, AND EXPLAINS THE EQUIPMENT, METHODS, AND PROCEDURES NEEDED TO ADEQUATELY HANDLE THE SITUATION. THE COURSE SHOULD BE TAUGHT BY A QUALIFIED SQUADMAN. AN INSTRUCTOR'S MANUAL (VT 004 066) IS AVAILABLE. THIS TEXTBOOK IS AVAILABLE FOR $4.15 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (HC)

**ED 016 770** VT 000 779
*LONG, GILBERT A. AND OTHERS*
**TRANSPARENCY MASTERS FOR AGRICULTURAL EDUCATION, AN EXPERIMENT IN COOPERATIVE DEVELOPMENT AND USE OF VISUAL AIDS BY VOCATIONAL AGRICULTURE TEACHERS. INTERIM REPORT.**
WASHINGTON STATE UNIV., PULLMAN, DEPT. OF EDUC.
REPORT NUMBER BR-7-0031
WASHINGTON STATE BOARD FOR VOCAT. EDUC., OLYMPIA
PUB DATE 30 JUN 67
GRANT OEG-4-7-070031-1626
**EDRS PRICE MF-$0.50 HC-$4.32 106P.**
DESCRIPTORS *ADOPTION (IDEAS), *MATERIAL DEVELOPMENT, *TEACHER PARTICIPATION, *TRANSPARENCIES, *VOCATIONAL AGRICULTURE, HIGH SCHOOLS, OVERHEAD PROJECTORS, VOCATIONAL AGRICULTURE TEACHERS, WASHINGTON, WORKSHOPS,
THE EFFECTS OF INVOLVING VOCATIONAL AGRICULTURE TEACHERS IN THE DEVELOPMENT AND EXPERIMENTAL USE OF OVERHEAD PROJECTION MASTERS WERE TESTED IN THIS STUDY. SIXTEEN TEACHERS ATTENDED A WORKSHOP AND OUTLINED THE CONTENT FOR AN EXPERIMENTAL SET OF MASTERS. AFTER EXPERIMENTAL USE OF THIS SET AT A SUBSEQUENT WORKSHOP, 35 VOCATIONAL AGRICULTURE TEACHERS EVALUATED THE USEFULNESS OF THE MASTERS, RECOMMENDED REVISIONS, AND SUGGESTED ADDITIONAL MASTERS. THE FINAL SET OF EXPERIMENTAL MASTERS WAS MADE AVAILABLE TO THE STATE'S TEACHERS FOR USE IN THEIR CLASSES DURING THE 1966-67 SCHOOL YEAR. RETURNED QUESTIONNAIRES INDICATED THAT 83 PERCENT OF THE TEACHERS USED THE MASTERS DURING THE SCHOOL YEAR, AN ADDITIONAL 6 PERCENT PLANNED TO USE THE MASTERS AS SOON AS EQUIPMENT WAS AVAILABLE, AND 89 PERCENT DESIRED ACCESS TO ADDITIONAL MATERIAL OF THIS TYPE. IT WAS CONCLUDED THAT COOPERATIVE WORK ON INSTRUCTIONAL MATERIALS BY TEACHERS STIMULATES INTEREST IN THEIR USE OF SUCH MATERIALS AND BROADENS THEIR CONCEPTS OF INSTRUCTION. RECOMMENDED USES OF THE MASTERS, METHODS FOR USING MASTERS TO MAKE TRANSPARENCIES, A PREPARED SET OF TRANSPARENCIES, AND THE QUESTIONNAIRE SENT TO THE TEACHERS ARE INCLUDED IN THE DOCUMENT. (WB)

**ED 016 771** VT 001 126
*ROTHBERG, HERMAN MITNICK, EDWARD*
**JOB REDESIGN FOR OLDER WORKERS, TEN CASE STUDIES.**
BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)
REPORT NUMBER BULL-1523
PUB DATE 67
**DOCUMENT NOT AVAILABLE FROM EDRS.**
DESCRIPTORS *MANPOWER UTILIZATION, *MANUFACTURING, *MIDDLE AGED, *WORK SIMPLIFICATION, ANNOTATED BIBLIOGRAPHIES, EMPLOYEES, EXPERIENCED LABORERS, INDUSTRY, VOCATIONAL ADJUSTMENT,
AFTER IDENTIFYING FIRMS WHICH HAD USED JOB REDESIGN TO SALVAGE THE SKILL OF OLDER EMPLOYEES, RESEARCH INVESTIGATORS MADE 10 INTENSIVE CASE STUDIES IN FIRMS PRODUCING AIRCRAFT ENGINES, ALUMINUM FRAMING, BUILDING MATERIALS, CARPETS, COMPUTERS, COPPER PIPE FITTINGS, FOOTWEAR, HEAVY IRON PIPE, PRECISION INSTRUMENTS, AND PRINTED NOVELTIES. EACH STUDY DESCRIBES THE FIRM, THE JOBS PRIOR TO REDESIGN, THE RECOGNITION OF THE NEED TO REDESIGN, AND THE NATURE AND RESULTS OF THE REDESIGN. IT WAS FOUND THAT JOBS WERE CONSTANTLY BEING REDESIGNED TO IMPROVE EFFICIENCY, BUT ONLY OCCASIONALLY TO ADAPT THE JOB TO THE LIMITATIONS OF OLDER WORKERS. JOB REDESIGN FOR OLDER WORKERS WAS CARRIED OUT IN BOTH LARGE AND SMALL FIRMS, IN A WIDE VARIETY OF MANUFACTURING INDUSTRIES, AND IN A RANGE OF JOBS AFFECTING INDIVIDUALS WITH VARYING PERSONAL CHARACTERISTICS. THE TYPICAL REDESIGN CASE WAS INITIATED BY THE INFORMAL ACTIONS OF FOREMEN OR PLANT MANAGERS RATHER THAN BY FORMAL PROGRAMS. CHANGING THE CONTENT OF JOBS IN CONJUNCTION WITH EQUIPMENT IMPROVEMENT OR REALLOCATING DUTIES AMONG WORKERS TO ADAPT PARTICULAR JOBS TO THE CAPACITY OF OLDER WORKERS WERE SOME OF THE APPROACHES FOLLOWED. JOB REDESIGN USUALLY INVOLVED VERY LITTLE MONEY OUTLAY FOR NEW EQUIPMENT OR SCARCELY ANY LOSS IN OUTPUT DUE TO WORK INTERRUPTION, AND GENERALLY RESULTED IN IMPROVED PRODUCTIVITY. IT HAD SOME ADVANTAGES FOR BOTH THE WORKERS AND MANAGEMENT OVER THE PRACTICE OF REASSIGNING OLDER WORKERS TO OTHER JOBS. MECHANIZATION INVOLVED IN JOB REDESIGN FOR SOME OLDER WORKERS RESULTED IN DISPLACEMENT OF WORKERS, AND REASSIGNMENT OR RETIREMENT IN SOME CASES. AN ACCOUNT OF A UNION-SPONSORED PROJECT FOR RETAINING ON-THE-JOB OLDER WORKERS WHO HAVE LIMITED FUNCTIONAL CAPACITIES, A CHECKLIST FOR STUDYING JOB REDESIGN, AND A SELECTED ANNOTATED BIBLIOGRAPHY ON OLDER WORKERS EMPLOYMENT AND JOB REDESIGN ARE INCLUDED IN THE APPENDIX. A REPORT OF FOUR SELECTED CASE STUDIES IS AVAILABLE AS VT 002 887. THIS DOCUMENT IS AVAILABLE AS L2.3--1523 FOR 40 CENTS FROM GOVERNMENT PRINTING OFFICE, NORTH CAPITOL AND H STREETS, N.W., WASHINGTON, D.C. 20401. (HC)

**ED 016 772** VT 001 297
**REVISED OUTLINE FOR THE PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS IN THE FIELD OF CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES.**
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.00 23P.**
DESCRIPTORS *CLOTHING, *CURRICULUM GUIDES, *HOME FURNISHINGS, *OCCUPATIONAL HOME ECONOMICS, *TEXTILES INSTRUCTION, ADULT VOCATIONAL EDUCATION, HIGH SCHOOLS, SEWING INSTRUCTION,
DEVELOPED BY TEACHERS AND SUPERVISORS, THIS EXPERIMENTAL OUTLINE IS FOR TEACHER USE IN PLANNING A PREPARATORY VOCATIONAL HOME ECONOMICS COURSE FOR TRAINING SECONDARY OR ADULT STUDENTS AS WORKERS FOR CLOTHING, TEXTILE, AND HOME FURNISHINGS OCCUPATIONS. BASIC HOME ECONOMICS COURSES ARE RECOMMENDED AS PREREQUISITES. A PRIMARY OBJECTIVE OF THE COURSE IS TO ACQUAINT PUPILS WITH THE ROLE, STRUCTURE AND SCOPE OF THE FIELD AND TO HELP THEM ACQUIRE SKILLS AND PERSONAL QUALITIES REQUIRED IN OCCUPATIONS IN THE AREA. OUTLINED CONCEPTS ARE (1) THE FIELD OF CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES WHICH COVERS INFLUENCES OF CLOTHING AND HOUSING ON PEOPLE, CONTRIBUTIONS OF THE AREA TO THE WELL-BEING OF PEOPLE, AND THE STRUCTURE, NATURE AND SCOPE OF INDUSTRIES AND RELATED OCCUPATIONS, (2) KNOWLEDGE AND SKILLS INVOLVED IN OCCUPATIONS IN THE FIELDS OF CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES WHICH INCLUDES ART, TEXTILES, EQUIPMENT, AND CONSTRUCTION PROCESSES, AND (3) THE WAGE EARNER IN THE WORLD OF WORK WHICH COVERS PERSONAL QUALITIES, INTERPERSONAL RELATIONS, RESOURCE MANAGEMENT, PROFESSIONAL ORGANIZATION AND ETHICS, PERSON-

NEL MANAGEMENT, AND EMPLOYMENT POLICIES. SUGGESTED REFERENCES, AND FILMSTRIPS ARE INCLUDED. (FP)

**ED 016 773** **VT 001 298**
**OUTLINE FOR THE PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS IN THE FIELD OF FOOD SERVICES (PREPARATION AND MANAGEMENT).**
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$0.84 19P.**
DESCRIPTORS *CURRICULUM GUIDES, *FOOD SERVICE, *FOOD SERVICE WORKERS, *OCCUPATIONAL HOME ECONOMICS, ADULT VOCATIONAL EDUCATION, FOOD, HIGH SCHOOLS,

TEACHERS MAY USE THIS EXPERIMENTAL OUTLINE IN PLANNING A PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS FOOD SERVICE FOR SECONDARY AND ADULT STUDENTS. IT WAS DEVELOPED BY VOCATIONAL HOME ECONOMICS SUPERVISORS AND TEACHERS. THE OBJECTIVES ARE TO HELP STUDENTS RECOGNIZE THE CONTRIBUTIONS AND SCOPE OF THE FOOD SERVICE INDUSTRY AND TO ACQUIRE PERSONAL QUALITIES, KNOWLEDGE, AND SKILLS REQUIRED IN FOOD SERVICE OCCUPATIONS. CONCEPTS OUTLINED ARE (1) ORIENTATION TO THE FIELD OF FOOD SERVICE WHICH INCLUDES CONTRIBUTIONS, SCOPE, AND OCCUPATIONS IN THE FIELD, (2) THE FOOD SERVICE WORKER IN THE WORLD OF WORK WHICH INCLUDES PERSONAL DEVELOPMENT AND MANAGEMENT OF TIME, ENERGY, MONEY, AND PROPERTIES, AND (3) KNOWLEDGE AND SKILLS INVOLVED IN OCCUPATIONS IN THE FIELD OF FOOD SERVICES WHICH INCLUDES BASIC KNOWLEDGE OF HUMAN NUTRITION, MANAGEMENT PROCESSES, HEALTH AND SAFETY PRACTICES, USE AND CARE OF EQUIPMENT, HANDLING OF FOOD, AND BASIC FOOD PREPARATION. BASIC HOME ECONOMICS COURSES ARE A RECOMMENDED PREREQUISITE. THE COURSE MAY BE SCHEDULED FOR A SINGLE OR DOUBLE CLASS PERIOD FOR 1 YEAR FOR STUDENTS WITH AN OCCUPATIONAL INTEREST OR OBJECTIVE IN THE FIELD. A STANDARD KITCHEN CLASSROOM WILL PROVIDE ADEQUATE SPACE AND EQUIPMENT, BUT AVAILABILITY OF A QUANTITY FOOD PREPARATION CENTER IS RECOMMENDED. SECOND-YEAR COURSES IN COMMERCIAL AND INSTITUTIONAL FOOD SERVICES MAY BE OFFERED FOR EMPLOYMENT PREPARATION. SUGGESTED REFERENCES ARE INCLUDED. (FP)

**ED 016 774** **VT 001 299**
**OUTLINE FOR OCCUPATIONAL HOME ECONOMICS COURSE IN COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION.**
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$2.00 48P.**
DESCRIPTORS *CURRICULUM GUIDES, *FOOD SERVICE WORKERS, *FOODS INSTRUCTION, *OCCUPATIONAL HOME ECONOMICS, FOOD SERVICE, GRADE 11, GRADE 12, NUTRITION,

THE EXPERIMENTAL OUTLINE IS FOR TEACHER USE IN PLANNING A TWO-SEMESTER COURSE TO PREPARE 11TH AND 12TH GRADE STUDENTS FOR ENTRY LEVEL COMMERCIAL FOOD PREPARATION JOBS SUCH AS FOOD SERVICE WORKERS, COOK HELPERS, CATERER HELPERS, SALAD MAKERS, BAKER HELPERS, SHORT ORDER COOKS, AND TRAY LINE WORKERS. IT WAS DEVELOPED BY VOCATIONAL HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. STUDENTS LEARN THE TECHNIQUES OF QUANTITY FOOD PREPARATION AND SAFE OPERATION OF QUANTITY FOOD EQUIPMENT. SUBJECT MATTER AREAS COVER (1) ORIENTATION TO THE WORLD OF WORK AND FOOD SERVICE CAREERS, (2) PERSONAL QUALITIES NECESSARY FOR SUCCESS, (3) NUTRITION, (4) SAFETY AND FOOD SERVICE WORKERS, (5) HYGIENE AND SANITATION, (6) CARE AND OPERATION OF EQUIPMENT, (7) MANAGEMENT OF TIME AND ENERGY, (8) QUANTITY FOOD PREPARATION, AND (9) FOOD COST AND PORTION CONTROL. EACH SUBJECT AREA INCLUDES OBJECTIVES AND AN OUTLINE OF COURSE CONTENT. REFERENCE BOOKS, BULLETINS, AND MAGAZINES ARE LISTED. (FP)

**ED 016 775** **VT 001 301**
**OUTLINE FOR OCCUPATIONAL HOME ECONOMICS COURSE IN COMMERCIAL SEWING AND ALTERATIONS.**
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.28 30P.**
DESCRIPTORS *CURRICULUM GUIDES, *OCCUPATIONAL HOME ECONOMICS, *SEAMSTRESSES, *SEWING INSTRUCTION, ART EDUCATION, GRADE 11, GRADE 12,

THE EXPERIMENTAL OUTLINE IS FOR TEACHER USE IN PLANNING A 2-SEMESTER COURSE TO PREPARE 11TH AND 12TH GRADE STUDENTS FOR ENTRY LEVEL COMMERCIAL CLOTHING JOBS SUCH AS ALTERERS, SEWING MACHINE OPERATORS, AND DRAPERY AND SLIPCOVER SEAMSTRESSES. IT WAS DEVELOPED BY VOCATIONAL HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. STUDENTS LEARN TO PERFORM BASIC CONSTRUCTION PROCESSES USED IN COMMERCIAL SEWING AND ALTERATIONS AND TO SEW BY HAND AND BY MACHINE. SUBJECT MATTER AREAS COVER (1) OCCUPATIONAL NATURE AND SCOPE, (2) POWER SEWING MACHINE OPERATION, (3) ART AND DESIGN RELATED TO COMMERCIAL SEWING AND ALTERATIONS, (4) INFLUENCE OF TEXTILES ON CONSTRUCTION AND ALTERATION, (5) COMMERCIAL SEWING AND ALTERATION SKILLS, (6) DESIGN AND CONSTRUCTION TECHNIQUES FOR MAKING SLIPCOVERS, DRAPERIES, CURTAINS, BEDSPREADS, AND COVERLETS, (7) USE AND CARE OF EQUIPMENT, (8) MANAGEMENT OF WORK, (9) THE APPAREL MANUFACTURING INDUSTRY, AND (10) PERSONAL CONSIDERATIONS OF THE COMMERCIAL SEAMSTRESS. EACH SUBJECT AREA INCLUDES OBJECTIVES AND A CONTENT OUTLINE. BOOKS, CHARTS, FILMSTRIPS, KITS, PAMPHLETS, AND SPECIAL ISSUE MAGAZINES ARE LISTED. (FP)

**ED 016 776** **VT 001 434**
*KWON, LINDA JO*
**CERTAINTY OF VOCATIONAL-EDUCATIONAL PLANS AND FIRST YEAR COLLEGE ACHIEVEMENT.**
WASHINGTON UNIV., SEATTLE
PUB DATE SEP 67
**EDRS PRICE MF-$0.25 HC-$0.88 20P.**
DESCRIPTORS *ACADEMIC ACHIEVEMENT, *CAREER CHOICE, *COLLEGE FRESHMEN, *GRADE PREDICTION, COMPARATIVE ANALYSIS, INDIVIDUAL CHARACTERISTICS, UNIVERSITY OF WASHINGTON,

THE PURPOSE OF THIS STUDY WAS TO TEST THE RELATIONSHIP BETWEEN A MEASURE OF DEFINITENESS OF VOCATIONAL-EDUCATIONAL GOALS AND THE ACADEMIC SUCCESS OF UNIVERSITY FRESHMEN. THE SAMPLE SELECTED CONSISTED OF EVERY TENTH STUDENT, 360 TOTAL, WHO ENROLLED IN THE FALL OF 1966 AT THE UNIVERSITY OF WASHINGTON. LESSER SAMPLES WERE RANDOMLY SELECTED FROM THIS GROUP FOR STATISTICAL ANALYSIS. VARIABLES CONSIDERED WERE BIRTH ORDER, SOCIOECONOMIC STATUS, PREDICTED GRADE POINT AVERAGE, AND DEFINITENESS OF VOCATIONAL-EDUCATIONAL GOALS BASED ON HOLLINGSHEAD'S FIVE-LEVEL SYSTEM WHICH TAKES INTO ACCOUNT BOTH THE FATHER'S OCCUPATION AND EDUCATIONAL LEVEL. FINDINGS INDICATED NO STATISTICALLY SIGNIFICANT RELATIONSHIPS BETWEEN DEFINITENESS OF VOCATIONAL-EDUCATIONAL GOALS AND SEX, BIRTH ORDER, SOCIOECONOMIC STATUS, PREDICTIVE GRADE POINT AVERAGE, OR THE NUMBER OF AREAS OF COURSE WORK TAKEN. IT WAS CONCLUDED THAT DEFINITENESS OF VOCATIONAL-EDUCATIONAL GOALS DOES NOT ACCOUNT FOR ANYTHING THAT IS NOT ALREADY ACCOUNTED FOR BY HIGH SCHOOL GRADES IN THE PREDICTION OF ACADEMIC SUCCESS. (EM)

**ED 016 777** **VT 001 662**
**A HANDBOOK OF POLICIES AND PROCEDURES FOR OCCUPATIONAL EDUCATION PROGRAMS IN VOCATIONAL HOME ECONOMICS.**
ALABAMA STATE DEPT. OF EDUC., MONTGOMERY
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.56 37P.**
DESCRIPTORS *OCCUPATIONAL HOME ECONOMICS, *PROGRAM GUIDES, ADULT VOCATIONAL EDUCATION, CURRICULUM, HIGH SCHOOLS, OCCUPATIONAL INFORMATION, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROGRAM PLANNING,

TEACHERS AND ADMINISTRATORS MAY USE THIS EXPERIMENTAL HANDBOOK IN DEVELOPING COURSES TO PREPARE HIGH SCHOOL GIRLS AND ADULTS FOR ENTRY LEVEL JOBS SUCH AS CHILD CARE WORKERS, ALTERERS, SEWING MACHINE OPERATORS, SEAMSTRESSES, FLORAL DESIGNERS, AND FOOD PREPARATION AND SERVICE WORKERS. IT WAS DEVELOPED BY VOCATIONAL HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. THE INTRODUCTORY SECTION DEFINES OCCUPATIONAL HOME ECONOMICS AND DISCUSSES ITS SCOPE, SHOWS THE RELATIONSHIP BETWEEN VOCATIONAL HOME ECONOMICS FOR HOMEMAKING AND FOR EMPLOYMENT, AND LISTS CRITERIA FOR APPROVING PROGRAMS. SPECIFIC SUGGESTIONS FOR PROGRAM ADMINISTRATION COVER POLICIES AND PROCEDURES, TEACHER QUALIFICATIONS AND SALARIES, GENERAL COURSE OFFERINGS, AND PREREQUISITES AND DESCRIPTIONS OF SPECIFIC COURSES FOR WHICH SEPARATE OUTLINES HAVE BEEN PUBLISHED--(1) CHILD DEVELOPMENT OCCUPATIONS (VT 001 296), (2) COMMERCIAL SEWING AND ALTERATIONS (VT 001 301), (3) FLORAL DESIGNING (VT 001 295), (4) COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION (VT 001 299), AND (5) SERVING FOOD COMMERCIALLY (VT 001 300). EACH OF THE COURSE DESCRIPTIONS INCLUDES JOB TITLE, RESPONSIBILITIES, PLACES OF EMPLOYMENT, AND MAJOR COURSE CON-

TENT CONCEPTS. PROCEDURES FOR DEVELOPING OCCUPATIONAL HOME ECONOMICS PROGRAMS SUCH AS MAKING SURVEYS, USING ADVISORY COMMITTEES, MAKING REPORTS, AND CHOOSING FACILITIES, INSTRUCTIONAL MATERIALS, AND OCCUPATIONAL EXPERIENCES ARE INCLUDED. (FP)

**ED 016 778** **VT 001 862**

*WAGNER, WILLIS H.*

PLANNING INDUSTRIAL ARTS SHOPS (FOR SECONDARY SCHOOLS).

STATE COLL. OF IOWA, CEDAR FALLS

REPORT NUMBER EDUC-SERV-PUB-31

PUB DATE 66

DOCUMENT NOT AVAILABLE FROM EDRS.

DESCRIPTORS *INDUSTRIAL ARTS LABORATORIES, *SCHOOL DESIGN, *SCHOOL PLANNING, INDUSTRIAL ARTS, SECONDARY SCHOOLS,

SCHOOL OFFICIALS, ARCHITECTS, AND TEACHERS CAN USE THIS MANUAL IN PLANNING SCHOOL SHOPS. SOME OF THE TOPICS DISCUSSED ARE (1) TYPES OF SHOPS, (2) THE MAJOR STEPS OF SCHOOL PLANNING, (3) THE BUILDING PROGRAM SEQUENCE, (4) THE PREPARATION OF EDUCATIONAL SPECIFICATIONS, (5) PRELIMINARY PLANS AND DRAWINGS, (6) PRINCIPLES OF EQUIPMENT LAYOUT, (7) INSTRUCTOR'S SPECIFICATIONS, (8) DETAIL DRAWINGS, (9) GENERAL BUILDING STANDARDS AND RECOMMENDATIONS, (10) STORAGE OF TOOLS, EQUIPMENT, AND SUPPLIES, AND (11) PROJECT STORAGE. A BIBLIOGRAPHY OF BOOKS, MANUALS, AND PERIODICALS DATING FROM 1956 TO 1966 IS GIVEN. THIS DOCUMENT IS AVAILABLE FOR $1.00 FROM EXTENSION SERVICE, STATE COLLEGE OF IOWA, CEDAR FALLS, IOWA 50613. (EM)

**ED 016 779** **VT 001 919**

*BAKER, JAMES K.* *WOODIN, RALPH J.*

EDUCATIONAL NEEDS OF ANIMAL SCIENCE TECHNICIANS, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

PUB DATE NOV 66

EDRS PRICE MF-$0.25 HC-$2.36 57P.

DESCRIPTORS *AGRICULTURAL TECHNICIANS, *ANIMAL SCIENCE, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, CURRICULUM, EMPLOYMENT QUALIFICATIONS, OCCUPATIONAL CLUSTERS, OCCUPATIONAL SURVEYS, OHIO, PROGRAM DEVELOPMENT, TECHNICAL EDUCATION,

A STUDY WAS UNDERTAKEN TO (1) DETERMINE THE NEED FOR TECHNICIANS, (2) DETERMINE REQUIRED COMPETENCIES, (3) DETERMINE JOB CHARACTERISTICS, (4) IDENTIFY OCCUPATIONAL CLUSTERS, AND (5) DEVELOP CURRICULUMS. PERSONAL INTERVIEWS, MAILED QUESTIONNAIRES, AND FOLLOWUP LETTERS YIELDED DATA FROM 288 OF THE 914 EMPLOYERS CONTACTED. OF 13,958 EMPLOYEES OF THE OHIO ANIMAL SCIENCE INDUSTRY FIRMS, 1,145 OR 8.2 PERCENT WERE AT THE TECHNICIAN LEVEL, WHILE 73 PERCENT WERE SKILLED, SEMI-SKILLED, OR UNSKILLED. THE GREATEST NUMBER, 68 PERCENT, OF ALL WORKERS WERE IN SOME ASPECT OF PROCESSING. OF 1,119 FULL-TIME AND 199 PART-TIME PLACEMENT OPPORTUNITIES FOR 1964, 15 PERCENT WERE AT THE TECHNICIAN LEVEL. ENTRY LEVEL MONTHLY SALARIES FOR TECHNICIANS AVERAGED $431. EMPLOYERS PREFERRED BEGINNING TECHNICIANS NEAR AGE 27 WITH POST-HIGH SCHOOL EDUCATION, FARM EXPERIENCE, AND FARM PRODUCTION TRAINING. EMPLOYED TECHNICIANS AVERAGED 41 YEARS OF AGE AND HAD 15 YEARS OF EXPERIENCE AND NO POST-HIGH SCHOOL EDUCATION. OF TWO DIVERGENT OCCUPATIONAL CLUSTERS IDENTIFIED, ONE NEEDED TECHNICIANS WITH COMPETENCIES IN ANIMAL SCIENCE AND RELATED AGRICULTURE, AND THE OTHER TECHNICIANS WITH COMPETENCIES IN LABORATORY PROCEDURES, BASIC CHEMISTRY, AND BACTERIOLOGY. A SUMMARY OF RANKINGS BY EMPLOYERS AND TECHNICIANS INDICATED THAT IN A 2-YEAR TECHNICAL EDUCATION PROGRAM, THE PERCENTAGE OF TIME ALLOCATED TO SELECTED AREAS SHOULD BE (1) GENERAL EDUCATION, 25 PERCENT, (2) ANIMAL SCIENCE, 27 PERCENT, (3) OCCUPATIONAL EXPERIENCE, 18 PERCENT, (4) BUSINESS EDUCATION, 16 PERCENT, AND (5) SUPPORTING AGRICULTURE, 14 PERCENT. ALL EMPLOYEES NEEDED COMPETENCIES IN COMMUNICATION, MATHEMATICS, AND HUMAN RELATIONS, AND THOSE WORKING DIRECTLY WITH FARMERS NEEDED GREATER DEPTH IN SPECIALITIES SUCH AS ANIMAL DISEASES AND PARASITES, MARKETING, AND BREEDING AND SELECTION. THE COMPLETE DISSERTATION, "DETERMINING EMPLOYMENT OPPORTUNITIES AND EDUCATIONAL NEEDS FOR ANIMAL SCIENCE TECHNICIANS IN OHIO," BY JAMES K. BAKER IS AVAILABLE AS 66-6226 FOR $6.45 ON MICROFILM AND FOR $22.75 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

**ED 016 780** **VT 001 922**

CRITERIA FOR EVALUATION OF VOCATIONAL TECHNICAL SCHOOLS OF CONNECTICUT. (TITLE SUPPLIED).

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 66

EDRS PRICE MF-$1.00 HC-$8.28 205P.

DESCRIPTORS *GUIDELINES, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, *VOCATIONAL SCHOOLS, CHECK LISTS, EDUCATIONAL OBJECTIVES, EDUCATIONAL PHILOSOPHY, SELF EVALUATION,

GUIDELINES AND CRITERIA FOR THE EVALUATION OF THE OVERALL PROGRAM OF THE VOCATIONAL-TECHNICAL SCHOOL ARE PROVIDED. PHILOSOPHY, OBJECTIVES, AND CHECK LISTS CONSISTING OF PROVISIONS, CONDITIONS, OR CHARACTERISTICS FOUND IN GOOD VOCATIONAL-TECHNICAL SCHOOLS ARE PRESENTED FOR EVALUATING THE FOLLOWING AREAS--ADMINISTRATION, PROFESSIONAL STAFF, TRADE PROGRAM, SCHOOL PLANT, RELATED DEPARTMENTS, AUDIOVISUAL SERVICES, SCHOOL LIBRARY, CAFETERIA, SOCIAL STUDIES PROGRAM, ENGLISH PROGRAM, PHYSICAL EDUCATION, DRIVER EDUCATION, HEALTH SERVICES, AND THE STUDENT ACTIVITY PROGRAM. CRITERIA AND FORMS FOR A SUMMARY AND CONCLUSION OF THE EVALUATION ARE INCLUDED. (PS)

**ED 016 781** **VT 001 938**

*TODD, HOLLIS E.* *WOODIN, RALPH J.*

A ROLE ANALYSIS OF THE BEGINNING TEACHER OF VOCATIONAL AGRICULTURE IN OHIO, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

PUB DATE SEP 66

EDRS PRICE MF-$0.25 HC-$1.76 42P.

DESCRIPTORS *BEGINNING TEACHERS, *ROLE PERCEPTION, *TASK PERFORMANCE, *TEACHER ROLE, *VOCATIONAL AGRICULTURE TEACHERS, ASPIRATION, OHIO, SELF EVALUATION, SURVEYS, TEACHER EDUCATION, TEACHER EVALUATION, VOCATIONAL AGRICULTURE,

THE SUCCESSFUL OR "MOST EFFECTIVE" TEACHER IN AN EARLIER STUDY WAS USED AS A ROLE MODEL FOR MEASURING ROLE PERCEPTIONS OF BEGINNING VOCATIONAL AGRICULTURE TEACHERS. DATA COLLECTED FROM 25 BEGINNING TEACHERS AND THEIR ADMINISTRATORS IDENTIFIED BEGINNING AND LATER ROLE PERCEPTIONS, DIFFERENCES BETWEEN BEGINNING AND EXPERIENCED TEACHERS, DIFFERENCES BETWEEN ROLE PERCEPTION AND PERFORMANCE, AND RELATIONSHIPS BETWEEN ROLE PERCEPTIONS AND PROFESSIONAL DIFFICULTIES. THE CONCLUSIONS WERE THAT (1) BEGINNING TEACHERS ENTERED THE LOCAL VOCATIONAL AGRICULTURE DEPARTMENT WITH A GOOD UNDERSTANDING OF THEIR ROLES, (2) THEIR ROLE PERCEPTIONS CHANGED LITTLE DURING THE FIRST YEAR, (3) THEY WERE SIMILAR TO THE ROLE PERCEPTIONS OF EXPERIENCED TEACHERS, (4) ROLE PERCEPTIONS IN TEACHING EXCEEDED ACTUAL PERFORMANCE, (5) THERE WAS SIGNIFICANT AGREEMENT BETWEEN ROLE PERCEPTIONS AND PERFORMANCE REGARDING RELATIONSHIPS WITH SCHOOL AND ADMINISTRATION, TEACHING FARM MECHANICS, PUBLIC RELATIONS, AND GUIDANCE AND COUNSELING, BUT DISAGREEMENT BETWEEN PERCEPTION AND PERFORMANCE IN CLASSROOM TEACHING, AND (6) THERE WAS NO DISCERNIBLE PATTERN OF RELATIONSHIP BETWEEN ROLE PERCEPTIONS AND PROFESSIONAL DIFFICULTIES EXPERIENCED. RECOMMENDATIONS INCLUDED (1) CONTINUING A FLEXIBLE PRESERVICE PROGRAM, (2) INCREASING FIELD EXPERIENCE ORIENTATION, (3) CONTINUING ASSISTANCE AFTER THE START OF TEACHING, (4) PROVIDING OPPORTUNITIES FOR OBSERVATION AFTER 2 OR 3 MONTHS OF TEACHING, AND (5) MAKING FURTHER STUDY OF THIS AREA. THE COMPLETE REPORT "A ROLE ANALYSIS OF THE PERCEPTIONS OF THE BEGINNING VOCATIONAL TEACHERS AND THEIR PROFESSIONAL DIFFICULTIES IN ROLE PERFORMANCE" BY HOLLIS E. TODD IS AVAILABLE AS 66-1852 FOR $3.25 ON MICROFILM AND FOR $11.25 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

**ED 016 782** **VT 001 939**

*ANDERSON, B. HAROLD* *BENDER, RALPH E.*

GUIDELINES FOR PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

PUB DATE FEB 67

EDRS PRICE MF-$0.50 HC-$2.76 67P.

DESCRIPTORS *COOPERATIVE EDUCATION, *GUIDELINES, *OFF FARM AGRICULTURAL OCCUPATIONS, *PROGRAM DEVELOPMENT, *VOCATIONAL AGRICULTURE, CONTRACTS, DISTRIBUTIVE EDUCATION, EDUCATIONAL PROGRAMS, PROGRAM

PLANNING, TEACHER CHARACTERISTICS, TRADE AND INDUSTRIAL EDUCATION,

THE SPECIFIC OBJECTIVES OF THE STUDY WERE TO--(1) IDENTIFY AND EVALUATE GUIDELINES, (2) COMPARE TEACHER AND PROGRAM CHARACTERISTICS IN DISTRIBUTIVE, TRADE AND INDUSTRIAL, AND AGRICULTURAL EDUCATION WITH COOPERATIVE WORK EXPERIENCE PROGRAMS, (3) DETERMINE SITUATIONAL FACTORS AND CHARACTERISTICS THAT INFLUENCE THE IMPORTANCE ASSIGNED TO GUIDELINES, AND (4) COMPARE THE IMPORTANCE ASSIGNED TO ACTIVITIES AND PROCEDURES ASSOCIATED WITH COOPERATIVE PROGRAMS. A TOTAL OF 317, 83 PERCENT, OF THE ELIGIBLE RESPONDENT TEACHERS, USING A FIVE-POINT SCALE, RATED THE IMPORTANCE OF 18 GUIDING STATEMENTS AND IMPLEMENTATION PROCEDURES. MEAN RATINGS OF TEACHERS IN THE THREE VOCATIONAL EDUCATION GROUPS RANKED THE STATEMENTS AND PROCEDURAL ITEMS IN THE FOLLOWING ORDER OF IMPORTANCE--(1) COORDINATION, (2) STUDENT SELECTION, (3) PROGRAM PROMOTION, (4) STUDENT EVALUATION, (5) TEACHER-COORDINATOR VISITATION, (6) INSTRUCTIONAL MATERIALS, (7) TRAINING STATION SELECTION, (8) RECORDS AND REPORTS, (9) CLASSROOM INSTRUCTION, (10) PROGRAM EVALUATION, (11) POLICY, (12) FACILITIES, (13) EMPLOYER OBLIGATION, (14) FOLLOWUP, (15) TRAINING PLANS, (16) SURVEYS, (17) SCHOOL-EMPLOYER AGREEMENTS, AND (18) ADVISORY COMMITTEES. THE STATEMENTS WERE OF SIMILAR IMPORTANCE REGARDLESS OF THE VOCATIONAL SERVICE PROVIDING THE TRAINING. ALTHOUGH CERTAIN FACTORS AND CHARACTERISTICS INFLUENCED TEACHER'S RATINGS OF THE STATEMENTS, THEY SIGNIFICANTLY INFLUENCED ONLY A SMALL NUMBER. RECOMMENDATIONS CONCERNED EXPANDING COOPERATIVE TRAINING TO PROVIDE EXPERIENCE IN OFF-FARM AGRICULTURAL OCCUPATIONS, DEVELOPING AN EVALUATION DEVICE BASED ON THE GUIDING STATEMENTS, AND IMPROVING TEACHER PLANNING AND PERFORMANCE. THE COMPLETE DISSERTATION BY B. HAROLD ANDERSON IS AVAILABLE AS 66-9995 FOR $3.75 ON MICROFILM AND FOR $13.05 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

**ED 016 783** **VT 001 940**

*CHRISTIANSEN, JAMES E. TAYLOR, ROBERT E.*

**THE ADOPTION OF EDUCATIONAL INNOVATIONS AMONG TEACHERS OF VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.**

OHIO STATE UNIV., COLUMBUS, DEPT. OF AGR. EDUC.

PUB DATE JUN 66

EDRS PRICE MF-$0.25 HC-$2.36 57P.

DESCRIPTORS *ADOPTION (IDEAS), *DIFFUSION, *EDUCATIONAL INNOVATION, *VOCATIONAL AGRICULTURE TEACHERS, INFORMATION SOURCES, OHIO, STATE SUPERVISORS,

TO DETERMINE THE RELATIVE INFLUENCE EXERTED BY DIFFERENT SOURCES ON THE ADOPTION OF INNOVATIONS AMONG EXPERIENCED VOCATIONAL AGRICULTURE TEACHERS, THIS STUDY HAD AS SPECIFIC OBJECTIVES TO (1) DEVELOP MEANS OF CLASSIFYING TEACHERS INTO ADOPTER CATEGORIES, (2) IDENTIFY THE MORE INFLUENTIAL SOURCES OF INFORMATION IN CREATING AWARENESS, (3) IDENTIFY SELECTED SOURCES INFLUENTIAL IN CAUSING ADOPTION OR REJECTION, (4) DETERMINE TEACHER PERCEPTION OF REASONS FOR ADOPTION OR REJECTION, (5) ANALYZE THE ROLE OF SOURCES OF INFORMATION IN ADOPTION OR REJECTION, (6) IDENTIFY THE MORE EFFECTIVE CHANNELS OF COMMUNICATION, AND (7) DETERMINE WHETHER DISTRICT SUPERVISORS COULD IDENTIFY INNOVATIVENESS AMONG TEACHERS. DATA WERE OBTAINED FROM 101 EXPERIENCED VOCATIONAL AGRICULTURE TEACHERS OF 14 SUPERVISORY DISTRICTS IN OHIO. A PRETESTED INSTRUMENT WAS USED IN GROUP INTERVIEWS AT REGULAR DISTRICT MEETINGS. SUPERVISORS WERE TESTED ON THEIR ABILITY TO IDENTIFY ADOPTION CATEGORIES OF TEACHERS WITH A TWO-WAY, FORCED-CHOICE, COMPARISON-OF-PAIRS INSTRUMENT. SOME OF THE FINDINGS WERE--(1) STATE SUPERVISORS WERE THE MOST FREQUENT SOURCES OF INFORMATION, (2) THE MOST COMMON REASONS FOR ADOPTION WERE STATE SUPERVISOR'S RECOMMENDATIONS AND OBSERVATION OF THE INNOVATION IN USE, (3) LACK OF CONVICTION AS TO THE VALUE OF A PRACTICE AND NEED OF ADDITIONAL TRAINING TO UTILIZE IT WERE THE MOST FREQUENT REASONS FOR NOT ADOPTING AN INNOVATION, ESPECIALLY AMONG THE SLOW ADOPTERS, AND (4) DISTRICT SUPERVISORS, GENERALLY, COULD DETERMINE THE DEGREE OF INNOVATIVENESS EXHIBITED BY TEACHERS WITHIN THEIR DISTRICTS. THE COMPLETE DISSERTATION BY JAMES CHRISTIANSEN IS AVAILABLE AS 66-6239 FOR $3.05 ON MICROFILM AND FOR $10.60 AS XEROXED COPY FROM UNIVERSITY MICROFILMS, INC., 300 NORTH ZEEB ROAD, ANN ARBOR, MICHIGAN 48106. (JM)

**ED 016 784** **VT 002 026**

*LANDIS, WILLIAM HARPER*

**SECONDARY STUDENTS' MATHEMATICS COMPETENCIES IN RELATION TO EMPLOYMENT TESTS.**

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

REPORT NUMBER BR-6-8323

PUB DATE 67

GRANT OEG-4-6-068323-0740

EDRS PRICE MF-$0.75 HC-$7.96 197P.

DESCRIPTORS *HIGH SCHOOL STUDENTS, *JOB APPLICATION, *MATHEMATICS, *SCREENING TESTS, CALIFORNIA, COMPARATIVE ANALYSIS, DOCTORAL THESES, EMPLOYERS, MATHEMATICAL EXPERIENCE, TERMINAL STUDENTS,

THE PURPOSE OF THIS STUDY, A DOCTORAL DISSERTATION, WAS TO DETERMINE IF THERE WAS A MEASURABLE DIFFERENCE OF SUCCESS SHOWN ON THE MATHEMATICS SECTION OF EMPLOYER'S SCREENING TESTS BETWEEN MATCHED GROUPS OF TERMINAL SECONDARY STUDENTS WHO VARIED IN HIGH SCHOOL MATHEMATICS EXPERIENCE. A SAMPLE OF 45 EMPLOYERS, REPRESENTING APPROXIMATELY 35 PERCENT OF THE AVAILABLE ENTRY JOBS IN A 13-COUNTY AREA OF CALIFORNIA, SUPPLIED JOB APPLICANT CARDS FROM WHICH A SAMPLE OF 2,018 TERMINAL SECONDARY STUDENTS WAS SELECTED. GROUPS WITHIN THIS SAMPLE WERE MATCHED ON THE BASIS OF SEX, SOCIOECONOMIC LEVEL, ACADEMIC APTITUDE, READING AND MATHEMATICS ACHIEVEMENT LEVEL, AGE, YEARS OF HIGH SCHOOL, AND SEMESTERS OF MATHEMATICS. CONCLUSIONS INCLUDED--(1) STRUCTURED MATHEMATICS EXPERIENCES WERE SIGNIFICANTLY MORE EFFECTIVE IN PREPARING YOUTH TO PASS EMPLOYER MATHEMATICS TESTS THAN TRADITIONAL, OCCUPATIONAL, OR GENERAL MATHEMATICS EXPERIENCES, (2) TRADITIONAL COLLEGE PREPARATORY MATHEMATICS EXPERIENCES WERE NOT SIGNIFICANTLY MORE EFFECTIVE THAN GENERAL, OCCUPATIONAL, OR NO MATHEMATICS EXPERIENCES, (3) FOR MALES, STRUCTURED MATHEMATICS EXPERIENCES WERE NOT SIGNIFICANTLY MORE EFFECTIVE THAN OCCUPATIONAL MATHEMATICS EXPERIENCES, (4) FOR FEMALES, STRUCTURED MATHEMATICS EXPERIENCES WERE NOT SIGNIFICANTLY MORE EFFECTIVE THAN TRADITIONAL OR NO MATHEMATICS EXPERIENCES. RECOMMENDATIONS CONCERNED (1) ADOPTING STRUCTURED MATHEMATICS AS THE UNIFYING FORMAT OF MATHEMATICS INSTRUCTION IN THE SCHOOLS, (2) IDENTIFYING MATHEMATICS SKILLS USED IN SPECIFIC JOBS IN COMMERCE AND INDUSTRY, AND (3) IMPLEMENTING A FOLLOWUP OF THIS STUDY AND RESEARCH ON EXPERIMENTAL METHODOLOGIES, CORRELATION OF MATHEMATICS INSTRUCTION AND JOB NEEDS, AND EXPERIMENTATION WITH HIRING PROCEDURES TO DIFFERENTIATE BETWEEN TRAINABILITY FOR JOB COMPETENCE AND ACADEMIC ABILITY. (EM)

**ED 016 785** **VT 002 163**

**VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT.**

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.

PUB DATE NOV 66

EDRS PRICE MF-$1.00 HC-$10.44 259P.

DESCRIPTORS *ADULT VOCATIONAL EDUCATION, *EDUCATIONAL ADMINISTRATION, *PROGRAM EVALUATION, *SCHOOL SURVEYS, *VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EMPLOYERS, HIGH SCHOOLS, INDUSTRIAL ARTS, JUNIOR HIGH SCHOOLS, LABOR UNIONS, OCCUPATIONAL GUIDANCE, POST SECONDARY EDUCATION, PROGRAM ATTITUDES, PROGRAM PLANNING, TEACHER EDUCATION, TEACHER SALARIES, TECHNICAL EDUCATION, UTAH, VOCATIONAL EDUCATION TEACHERS,

TO DEVELOP PLANS FOR A LONG RANGE PROGRAM OF DEVELOPMENT AND IMPROVEMENT, A 15-MEMBER TEAM FROM 12 STATES SURVEYED 14 AREAS OF VOCATIONAL-TECHNICAL EDUCATION. TEAM MEMBERS, WORKING WITH THE STAFF OF THE DEPARTMENT OF PUBLIC INSTRUCTION, COLLECTED DATA FROM STATE OFFICES AND VISITED SELECTED SCHOOLS THROUGHOUT THE STATE. THE STUDY WAS CONCERNED WITH STATE GOALS, PROGRAMS, AND POLICIES RATHER THAN DETAILS OF LOCAL OPERATIONS. AREAS STUDIED WERE--(1) ORGANIZATION AND ADMINISTRATION, (2) AGRICULTURAL EDUCATION, (3) DISTRIBUTIVE EDUCATION, (4) INDUSTRIAL ARTS, (5) TRADE AND INDUSTRIAL EDUCATION IN UTAH HIGH SCHOOLS, (6) TRADE AND TECHNICAL EDUCATION IN POST-SECONDARY SCHOOLS, (7) OFFICE OCCUPATIONS, (8) VOCATIONAL HOMEMAKING, (9) VOCATIONAL IMPLICATIONS OF GUIDANCE FUNCTIONS, (10) VIEWS OF LABOR, (11) VIEWS OF MANAGEMENT, (12) TEACHER PERSONNEL, (13) FINANCING VOCATIONAL AND TECHNICAL EDUCATION IN UTAH, AND (14) PHYSICAL FACILITIES FOR VOCA-

TIONAL-TECHNICAL EDUCATION. A DESCRIPTION OF THE CURRENT STATUS, AND MAJOR RECOMMENDATIONS FOR EACH AREA ARE PRESENTED. (EM)

**ED 016 786** VT 002 187
*HEGGEN, JAMES R. IRVINE, FLEET*
**A STUDY OF THE FACTORS THAT MAY INFLUENCE THE IMPLEMENTATION OF A VOCATIONAL EDUCATION CURRICULUM AT THE UTAH STATE INDUSTRIAL SCHOOL.**
UTAH RESEARCH COORD. UNIT FOR VOCATIONAL EDUC.
PUB DATE 67
**EDRS PRICE MF-$0.50 HC-$4.40** 108P.

DESCRIPTORS *CORRECTIVE INSTITUTIONS, *CURRICULUM, *DELINQUENTS, *INSTITUTIONAL SCHOOLS, *VOCATIONAL EDUCATION, ACHIEVEMENT, APTITUDE, EMPLOYMENT OPPORTUNITIES, INSTITUTIONALIZED (PERSONS), LITERATURE REVIEWS, PERSONALITY ASSESSMENT, STUDENT CHARACTERISTICS, STUDENT MOTIVATION, SURVEYS, UTAH STATE INDUSTRIAL SCHOOL,

OF THE APPROXIMATELY 375 TO 400 YOUTHS CONFINED AT THE UTAH STATE INDUSTRIAL SCHOOL, 169 STUDENTS, ABOUT TWO-THIRDS MALES AND ONE-THIRD FEMALES, WITH AN AGE RANGE FROM 15.5 TO 18.5 YEARS, WERE STUDIED IN ORDER TO DEVELOP GUIDELINES FOR SELECTING VOCATIONAL TRAINING AREAS TO BE OFFERED IN THE SCHOOL. RELEVANT LITERATURE WAS REVIEWED, STUDENT FACTORS AFFECTING EDUCATION PROGRAMS DERIVED FROM RESULTS OF STANDARDIZED TESTS AND PREVIOUS STUDIES OF THE SCHOOL POPULATION WERE ANALYZED, VOCATIONAL OFFERINGS IN 13 COMPARABLE INSTITUTIONS WERE SURVEYED, AND EMPLOYMENT OPPORTUNITIES AND AN ANALYSIS OF OCCUPATIONS WERE COMPILED FROM THE UTAH DEPARTMENT OF EMPLOYMENT SECURITY AND THE "OCCUPATIONAL OUTLOOK HANDBOOK". THE STUDENTS WERE ACADEMICALLY RETARDED BY 3.7 GRADE LEVELS AND WERE BELOW THE NATIONAL NORMS IN INTELLIGENCE, VERBAL, AND NUMERICAL APTITUDES. THE OCCUPATIONAL PATTERNS FOR WHICH THE MAJORITY QUALIFIED WERE IN THE LOW-SKILLED OR SERVICE TRADES. THEY HAD LOW LEVELS OF CAREER INTEREST, HIGH LEVELS OF DRIVES TOWARD SELF-INDULGENCE AND ASSERTIVENESS, AND WERE GENERALLY WITHDRAWN, HOSTILE, AND RIGID. EMPLOYMENT OPPORTUNITIES WERE AVAILABLE IF THE STUDENTS WERE APPROPRIATELY TRAINED. THE CONCLUSIONS WERE (1) THERE IS A NEED FOR VOCATIONAL PROGRAMS FOR INSTITUTIONALIZED YOUTH, (2) APTITUDES, ACHIEVEMENT LEVELS, MOTIVATION, AND PERSONALITY FACTORS OF THE STUDENTS WILL AFFECT THE CHOICE OF VOCATIONAL PROGRAMS IMPLEMENTED, AND (3) A GENERAL VOCATIONAL CURRICULUM WOULD BE THE MOST PRACTICAL TYPE OF PROGRAM FOR THESE STUDENTS. THE UTAH STATE INDUSTRIAL SCHOOL CURRICULUM IS INCLUDED. (PS)

**ED 016 787** VT 002 450
**QUARTERLY REPORT OF THE CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, JANUARY 1, 1967 THROUGH MARCH 31, 1967.**
CALIFORNIA COORD. UNIT FOR OCCUP. RES. AND DEV.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.44** 9P.

DESCRIPTORS *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, CALIFORNIA, INFORMATION DISSEMINATION,

ACTIVITIES OF THE UNIT DURING THE QUARTER INCLUDED (1) PROVIDING CONSULTING SERVICE FOR 21 INSTITUTIONS AND ORGANIZATIONS PLANNING AND CONDUCTING RESEARCH IN VOCATIONAL EDUCATION, (2) WORKING WITH SEVEN INSTITUTIONS TO COORDINATE RESEARCH ACTIVITIES, (3) DEVELOPING RETRIEVAL SYSTEM TO ASSIST IN DISSEMINATING INFORMATION, (4) IDENTIFYING, OBTAINING, AND INDEXING EDUCATIONAL RESOURCES INFORMATION CENTER AND DEFENSE DOCUMENTATION CENTER MICROFICHE RESEARCH MATERIALS, (5) ARRANGING A MEETING FOR TEACHER EDUCATORS IN VOCATIONAL EDUCATION TO SEE A DEMONSTRATION OF A MICRO-TEACHING RESEARCH PROJECT AT STANFORD UNIVERSITY, (6) MAILING, ON A LOAN BASIS, 100 HARD COPIES AND 47 MICROFICHE TO 62 PERSONS AND, ON A PERMANENT BASIS, 74 HARD COPIES AND 45 MICROFICHE TO 27 PERSONS, (7) MAILING 10,000 NEWSLETTERS, 300 RESEARCH SUMMARIES IN VOCATIONAL CHOICE AND JOB SATISFACTION, 200 MICROFICHE INDEXES, AND 135 RESEARCH DESIGN WORKSHOP REPORTS, (8) ATTENDING 10 CONFERENCES, (9) ACTING AS LIAISON BETWEEN STATE AGENCIES AND OTHERS INTERESTED RESEARCH IN VOCATIONAL EDUCATION, (10) ASSISTING IN DEVELOPING FOUR RESEARCH PROJECTS AND TRAINING INSTITUTES, AND (11) SPONSORING THREE RESEARCH SEMINARS TO FURTHER DEVELOPMENT OF RESEARCH IN VOCATIONAL EDUCATION THROUGH COOPERATIVE EFFORTS BETWEEN AGENCIES. (MM)

**ED 016 788** VT 002 500
*KLIEVER, DOUGLAS E.*
**VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION.**
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
PUB DATE 65
**EDRS PRICE MF-$0.50 HC-$2.64** 64P.

DESCRIPTORS *EDUCATIONAL LEGISLATION, *FEDERAL LEGISLATION, *GOVERNMENT ROLE, *VOCATIONAL EDUCATION, HISTORY, VOCATIONAL EDUCATION ACT OF 1963,

THE SMITH-HUGHES ACT OF 1917, DEVELOPED FROM THE "REPORT OF THE COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION," WAS THE BASIS FOR HR4955. THE BILL'S IMMEDIATE HISTORY BEGAN IN 1960 WITH THE ENTHUSIASM OF ADVOCATES OF EDUCATIONAL LEGISLATION FOR THE NOMINATION OF JOHN F. KENNEDY. THE AMERICAN VOCATIONAL ASSOCIATION (AVA) RECEIVED A PLEDGE OF SUPPORT FROM THE CANDIDATE. AT THIS TIME THE AVA SOUGHT TO ASCERTAIN THE VIEWS OF ITS MEMBERSHIP PRIOR TO A REVISION OF POLICY. IN NOVEMBER 1962 A PANEL OF CONSULTANTS, ESTABLISHED BY THE PRESIDENT, TO EVALUATE THE NATIONAL VOCATIONAL EDUCATION ACTS AND MAKE RECOMMENDATIONS FOR REDIRECTING THE PROGRAM, RECOMMENDED A LARGE INCREASE IN THE FEDERAL CONTRIBUTION FOR VOCATIONAL EDUCATION, ABANDONMENT OF THE LEGISLATIVE CATEGORIES IN THE SMITH-HUGHES AND GEORGE-BARDEN ACT, NEW LEGISLATIVE CATEGORIES, AND NEW FUNDS. IN THE FALL OF 1962, AS THE OFFICE OF EDUCATION BEGAN THE ADMINISTRATION'S VOCATIONAL EDUCATION BILL, WHICH BECAME HR 3000 AND S 580, THE AVA WROTE AN UNOFFICIAL DRAFT OF WHAT BECAME HR 4955, ALSO KNOWN AS THE PERKINS BILL. PUBLIC HEARINGS ON BOTH BILLS WERE COMPLETED IN APRIL 1963. HR 4955 WAS REPORTED ON JUNE 18, WAS BROUGHT TO THE FLOOR OF THE HOUSE FOR DEBATE, AND PASSED BY A VOTE OF 377 TO 21 ON AUGUST 6. THE BILL'S PASSAGE THROUGH THE SENATE WAS MARKED BY ITS RETURN TO THE RULES COMMITTEE AND A DEADLOCK OF THE HOUSE-SENATE CONFERENCE TO CONSIDER POINTS OF DISAGREEMENT. PRESIDENT JOHNSON'S PLAN FOR ACTION BROKE THE DEADLOCK, AND THE SENATE VERSION CARRIED ON THE MAJOR POINTS WHICH CONCERNED THE WORK-STUDY PROGRAM, RESIDENTIAL SCHOOL PROGRAM, AND ALLOTMENT FORMULA. ON DECEMBER 13, THE SENATE AGREED TO THE CONFERENCE REPORTS BY A VOTE OF 82 TO 4. ON DECEMBER 18, 1963, PRESIDENT LYNDON B. JOHNSON APPROVED THE VOCATIONAL ACT OF 1963, AND IT BECAME PUBLIC LAW 88-210. (EM)

**ED 016 789** VT 002 564
*MCGOWAN, WILLIAM N.*
**VOCATIONAL EDUCATION, A MESSAGE FROM BUSINESS.**
C
PUB DATE AUG 65
**EDRS PRICE MF-$0.25 HC-$1.68** 40P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT QUALIFICATIONS, *OCCUPATIONAL SURVEYS, *VOCATIONAL EDUCATION, CALIFORNIA, EDUCATIONAL IMPROVEMENT, EMPLOYER ATTITUDES, INTERVIEWS, JOB APPLICATION, QUESTIONNAIRES,

A DISCUSSION BY INDUSTRY AND BUSINESS LEADERS AND EDUCATORS ON ESTABLISHING MORE MEANINGFUL RELATIONSHIPS BETWEEN BUSINESS, INDUSTRY, AND THE PUBLIC SCHOOLS PROMPTED A SURVEY OF NINE MAJOR EMPLOYERS IN CALIFORNIA TO GATHER DATA CONCERNING ENTRY LEVEL JOBS FOR WHICH IT WAS DIFFICULT TO FIND EMPLOYEES, THE GENERAL NATURE OF JOB INTERVIEW QUESTIONS, A FORECAST OF JOB NEEDS, AND OPINIONS CONCERNING THE KIND OF PREPARATION SCHOOLS SHOULD BE GIVING STUDENTS TO IMPROVE THEIR QUALIFICATIONS AS POTENTIAL EMPLOYEES. DURING THE YEAR ENDING JUNE 1964, KAISER STEEL CORPORATION PROCESSED 10,661 JOB APPLICANTS BUT HIRED 2,392, LOCKHEED-CALIFORNIA PROCESSED 18,296 BUT HIRED 3,944, AND PACIFIC TELEPHONE COMPANY PROCESSED 200,000 BUT HIRED 18,000. THE MAJOR REASONS FOR REJECTING APPLICANTS WERE THEIR FAILURE TO MEET EDUCATIONAL REQUIREMENTS, THEIR FAILURE TO MEET MINIMUM COMPANY TEST REQUIREMENTS, AND THEIR LACK OF SKILL OR EXPERIENCE. JOBS FOR WHICH IT WAS DIFFICULT TO FIND EMPLOYEES INCLUDED ACCOUNTANT, BOILERMAKER, BUILDING SERVICE MAN, DRAFTSMAN, ELECTRICIAN, PROGRAMER, STENOGRAPHER, AND WELDER. PREPARATION WHICH SCHOOLS SHOULD BE GIVING INCLUDED TRAINING IN SECRETARIAL AND CLERICAL SUBJECTS, ARITHMETIC, GRAMMAR, SPELLING, OFFICE CONDUCT, HUMAN RELATIONS, JOB APPLICATION, AND ANA-

LYTICAL PROBLEM SOLVING. SUGGESTIONS FOR IMPROVING VOCATIONAL EDUCATION THROUGH EFFECTIVE INVOLVEMENT OF BUSINESS, INDUSTRY, AND SCHOOLS CONCERNED SETTING UP CENTRAL CLEARINGHOUSES FOR VOCATIONAL GUIDANCE MATERIALS, FEDERAL GOVERNMENT IMPLEMENTED PLANS OF JOB, REPRESENTATIVE VISITS TO SCHOOLS ON A CONTINUING BASIS, AND A VOCATIONAL EDUCATION COUNCIL FOR EACH COUNTY CONSISTING OF REPRESENTATIVES FROM BUSINESS, INDUSTRY, AND LABOR. SAMPLE EMPLOYMENT APPLICATION FORMS AND PERSONNEL INTERVIEWER EVALUATION FORMS ARE GIVEN IN THE APPENDIX. (PS)

**ED 016 790** VT 002 675
*LETON, DONALD*
**CRITERION PROBLEMS AND CURRICULUM EVALUATION.**
PUB DATE 66
**EDRS PRICE MF-$0.25 HC-$1.24** 29P.
DESCRIPTORS *CRITERIA, *CURRICULUM EVALUATION, *EDUCATIONAL PROBLEMS, *VOCATIONAL EDUCATION, CURRICULUM RESEARCH, EDUCATIONAL CHANGE, SPEECHES,

THE EVALUATION OR DEVALUATION OF CURRICULUMS REQUIRES THE VALIDATION OR INVALIDATION OF THEORY AND IS NOT DETERMINED BY PHILOSOPHICAL DISPUTE. AS LONG AS A CURRICULUM IS CONSIDERED TO BE A CLOSED INFORMATIONAL SYSTEM, INTERNAL CRITERIA MAY HELP ITS SEQUENCE AND ESTABLISH ITS CONSISTENCY BUT CANNOT VALIDATE IT. TO EVALUATE A CLOSED INFORMATIONAL SYSTEM, THE RELEVANT INFORMATION WHICH PREVAILS OUTSIDE THE SYSTEM MUST BE DETERMINED AND TESTED AGAINST THAT WHICH PREVAILS INSIDE, AND ITEMS WITHIN MAY THEN BE DISPLACED OR RETAINED. THE OUTSIDE INFORMATION REPRESENTS AN EXTERNAL CRITERION OF THE INSIDE INFORMATION. OTHER CRITERION PROBLEMS SUGGEST MODIFYING THE CONCEPT THAT A CONTROL GROUP MUST BE A NAIVE PLACEBO GROUP, AND REEXAMINING STATISTICAL DECISIONS SUCH AS WHAT CONSTITUTES ADEQUATE EVIDENCE OF THE IMPACT OF THE CURRICULUM. WITH CURRICULUMS IN VARIOUS STATES OF TRANSITION, INCLUDING CHANGING METHODOLOGY, ADOPTING NEW OBJECTIVES, AND INCORPORATING NEW INFORMATION, THE PROBLEM BECOMES ONE OF EVALUATING AN OPEN AND DYNAMIC SYSTEM. HERE, THE FIRST PROBLEM IS TO DETERMINE THE BOUNDARIES, NOT BY DEFINING CHRONOLOGICAL AGE, BUT BY CREATING SOME OPERATIONAL DEFINITION OF VOCATIONAL ASPIRATIONS. LONGITUDINAL STUDIES ENTAILING BOTH THE PREDICTION AND ASSESSMENT OF CHANGE, INDEPENDENT OF EACH OTHER, ARE NECESSARY FOR SUCH CURRICULUM EVALUATION. THIS WILL PRODUCE CRITERIA FOR STABILITY AND CHANGE. RESPONSES TO THE PAPER BY RALPH E. MASON AND ROBERT M. WASSON ARE INCLUDED. THIS PAPER WAS DELIVERED AT THE NATIONAL SEMINAR FOR RESEARCH IN VOCATIONAL EDUCATION (URBANA, ILLINOIS, MAY 16-20, 1966). (EM)

**ED 016 791** VT 002 694
*GIBSON, ROBERT L. AND OTHERS*
**A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.**
INDIANA UNIV. FOUNDATION, BLOOMINGTON
REPORT NUMBER HR-489
REPORT NUMBER BR-5-1163
PUB DATE OCT 67
**EDRS PRICE MF-$0.75 HC-$6.12** 151P.
DESCRIPTORS *ACADEMIC EDUCATION, *DISADVANTAGED YOUTH, *EDUCATIONAL PROBLEMS, *FOREIGN COUNTRIES, *VOCATIONAL EDUCATION, COMPARATIVE ANALYSIS, ENGLAND, IRELAND, QUESTIONNAIRES, SOUTH WALES, SPECIAL PROGRAMS, SURVEYS,

THE PURPOSES OF THIS STUDY WERE TO DETERMINE WHETHER THE DISADVANTAGED ENGLISH-SPEAKING YOUTH OF THE BRITISH ISLES AND THE UNITED STATES HAVE SIMILAR IDENTIFIABLE EDUCATIONAL AND VOCATIONAL PROBLEMS AND WHETHER THE SOLUTIONS TO THESE PROBLEMS ARE APPLICABLE IN SIMILARLY DISADVANTAGED CULTURES. ADMINISTRATORS, TEACHERS, PUPIL PERSONNEL WORKERS, AND RANDOMLY SELECTED FACULTY IN NINE PAIRS OF MATCHED COMMUNITIES IN THE UNITED STATES AND THE BRITISH ISLES RANKED 22 PROBLEMS ON A CHECKLIST TO SHOW THEIR RELATIVE IMPORTANCE. IN FOLLOWUP INTERVIEWS THE RESPONDENTS DISCUSSED THE MOST FREQUENTLY CHECKED PROBLEMS. PUPILS FAILING TO WORK UP TO OR ACHIEVE NEAR THEIR CAPACITY WAS THE MOST SERIOUS PROBLEM IN BOTH COUNTRIES, BUT OTHERS OF CONCERN WERE THOSE RELATED TO PUPIL LACK OF INTEREST IN THE SCHOOL ACADEMIC PROGRAM, PUPIL HOME ENVIRONMENT, PUPIL BEHAVIOR OUT OF SCHOOL, AND LACK OF PARENTAL COOPERATION AND UNDERSTANDING. EDUCATORS OF THE TWO COUNTRIES DIFFERED TO A CONSIDERABLE DEGREE IN THEIR CONCERN OVER PROBLEMS RELATED TO SCHOOL DROPOUTS, PUPIL FAILURE TO ACQUIRE BASIC READING, WRITING, AND REASONING SKILLS, LACK OF INTEREST IN THE SCHOOL ACTIVITY PROGRAM, AND LACK OF POST-HIGH SCHOOL VOCATIONAL-TECHNICAL EDUCATIONAL OPPORTUNITIES. THE UNITED STATES EDUCATORS SAW SOME APPLICATION POTENTIAL IN ALL OF 14 SUGGESTED SOLUTIONS, AND THE BRITISH IN 10. THE SOLUTIONS CONCERNED--(1) SPECIAL CLASSES FOR POORLY MOTIVATED STUDENTS WITH ABILITY, (2) SPECIAL SCHOLARSHIP, CONTINUOUS PROCESS, JUNIOR HIGH READINESS, CULTURAL EXPERIENCE, YEAR-ROUND VOCATIONAL, CULTURALLY ENRICHED, SUMMER MOTIVATION, WORK STUDY, SLOW LEARNER, AND CAREER DEVELOPMENT PROGRAMS, (3) SOCIOMETRIC PLACEMENT, AND (4) GROUP COUNSELING. IT WAS CONCLUDED THAT THERE ARE PROBLEMS OF COMMON CONCERN TO BOTH COUNTRIES, AND SOLUTIONS FOUND IN ONE COUNTRY MAY BE APPLICABLE TO OTHER DISADVANTAGED CULTURES. IT WAS RECOMMENDED THAT A LARGE-SCALE INTERNATIONAL STUDY OF COMMON EDUCATIONAL-VOCATIONAL PROBLEMS AND RELATED SOLUTIONS BE UNDERTAKEN. THE RANKING, STATISTICAL ANALYSIS, CHECKLISTS, AND A BIBLIOGRAPHY ARE INCLUDED. (EM)

**ED 016 792** VT 002 740
*DUENK, LESTER G.*
**A STUDY OF THE CONCURRENT VALIDITY OF THE MINNESOTA TESTS OF CREATIVE THINKING, ABBR. FORM VII, FOR EIGHTH GRADE INDUSTRIAL ARTS STUDENTS.**
MINNESOTA UNIV., MINNEAPOLIS, DEPT. OF IND. EDUC.
REPORT NUMBER BR-5-0113
PUB DATE APR 66
**EDRS PRICE MF-$1.00 HC-$9.20** 228P.
DESCRIPTORS *CREATIVITY, *CREATIVITY RESEARCH, *INDUSTRIAL ARTS, *TEST VALIDITY, GRADE 8, MALES, MINNESOTA TESTS OF CREATIVE THINKING, STUDENT EVALUATION, TESTS,

THE PRIMARY OBJECTIVE OF THIS STUDY WAS TO ESTABLISH THE CONCURRENT VALIDITY OF THE MINNESOTA TESTS OF CREATIVE THINKING, ABBREVIATED FORM VII, (MTCT VII) BY DETERMINING THE RELATIONSHIP BETWEEN ITS SCORES AND CREATIVE ABILITY AS MEASURED BY ACCUMULATED TEACHER RATINGS OF INDUSTRIAL ARTS PROJECTS AND INVESTIGATOR-DEVELOPED TESTS OF CREATIVITY. THE SAMPLE INCLUDED 129 EIGHTH GRADE MALE INDUSTRIAL ARTS STUDENTS. THE PERSON PRODUCT MOVEMENT CORRELATION COEFFICIENT WAS USED TO ESTIMATE THE CONCURRENT VALIDITY OF THE MTCT VII AND TO ASCERTAIN THE RELATIONSHIP BETWEEN ACCUMULATED TEACHER RATINGS AND THE INVESTIGATOR'S TESTS. MULTIPLE REGRESSION EQUATIONS WERE DEVELOPED TO ASCERTAIN WHICH COMBINATIONS OF THE VARIABLE IN THE MTCT VII WOULD BEST PREDICT EACH OF THE VARIABLES IN THE INVESTIGATOR'S TEST. SOME CONCLUSIONS WERE--(1) A FACILITY FOR SUPPLYING DETAIL AND SUPPORTING IDEAS ON A PAPER AND PENCIL TEST MAY BE SLIGHTLY INDICATIVE OF CREATIVE BEHAVIOR, (2) THE FACILITY TO GENERATE UNUSUAL IDEAS MAY BE ACCOMPANIED BY THE ABILITY TO PRODUCE USEFUL PRODUCTS, (3) THE JUNIOR HIGH STUDENTS WITH UNUSUAL AND USEFUL IDEAS OF A FIGURAL NATURE TEND TO POSSESS MORE DESIRABLE TRAITS OF PERSONALITY THAN LESS CREATIVE PEERS, (4) BEHAVIORAL CREATIVITY TENDS TO HAVE LITTLE RELATIONSHIP, AND SYMBOLIC CREATIVITY NO RELATIONSHIP, TO MEASURES OF STANDARDIZED ACHIEVEMENT, AND (5) BOTH VERBAL AND NONVERBAL INTELLIGENCE MEASURES APPEARED TO HAVE A SIGNIFICANT BUT LOW RELATIONSHIP TO SPECIALIZED PERFORMANCE TEST MEASURES OF FIGURAL AND BEHAVIORAL CREATIVITY, BUT INSIGIFICANT RELATIONSHIPS WITH MEASURES OF SYMBOLIC CREATIVITY. FINDINGS SUGGEST THAT TNE MTCT VII MAY BE MEASURING OTHER FACTORS THAN ARE REQUIRED BY STUDENTS IN THE CREATIVE PERFORMANCE OF INDUSTRIAL ARTS RELATED TASKS. (EM)

**ED 016 793** VT 002 790
*SICKLER, SUZANNE*
**HOMEMAKING IN THE ELEMENTARY SCHOOLS, A RESOURCE GUIDE FOR CLASSROOM TEACHERS.**
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
PUB DATE NOV 64
**EDRS PRICE MF-$1.25 HC NOT AVAILABLE FROM EDRS.** 320P.
DESCRIPTORS *CURRICULUM, *CURRICULUM GUIDES, *HOMEMAKING EDUCATION, *INSTRUCTIONAL MATERIALS, *TEACHING GUIDES, CLOTHING INSTRUCTION, ELEMENTARY SCHOOLS, FAMILY LIFE, FOOD, HOUSING, RESOURCE GUIDES,

THIS GUIDE PROVIDES BASIC INFORMATION ON ORGANIZATION, OPERATION, CURRICULUM, FACILITIES, AND RESOURCES FOR THE DEVELOPMENT OF A HOMEMAKING EXPERIENCE-CENTERED PROGRAM IN ELEMENTARY SCHOOLS. IT MAY BE USED BY A HOMEROOM TEACHER WITH A VISITING HOMEMAKING TEACHER CONSULTANT OR BY A HOMEMAKING TEACHER IN SCHEDULED CLASSES. IT WAS DEVELOPED BY A STATEWIDE ADVISORY COMMITTEE OF HOME ECONOMICS TEACHERS AND STATE SUPERVISORS. THE HOMEMAKING EXPERIENCES, BASED ON CHILDREN'S CHARACTERISTICS AT THE DIFFERENT AGES, ARE GROUPED UNDER FOODS, CLOTHING, FAMILY LIFE, AND HOUSING FOR EACH GRADE LEVEL, KINDERGARTEN THROUGH THE SIXTH GRADE. EACH GROUP OF EXPERIENCES IS ARRANGED IN PARALLEL COLUMNS HEADED BY SOME BASIC UNDERSTANDINGS, SOME SUGGESTED EXPERIENCES, INTEGRATION POSSIBILITIES, AND SOME SUGGESTED RESOURCES. CHARACTERISTICS OF ELEMENTARY SCHOOL CHILDREN, THE ELEMENTARY CURRICULUM WITH ITS IMPLICATIONS FOR HOMEMAKING, AND THE SCOPE AND SEQUENCE OF HOMEMAKING CONCEPTS IN THE ELEMENTARY SCHOOLS ARE LISTED. SAMPLE LESSON PLANS FOR A NUTRITION EXPERIMENT USING ALBINO RATS AND A COLONIAL EXPERIENCE OF MAKING SOAP, AND ADULT AND ELEMENTARY REFERENCES, SOURCES OF MATERIALS AND FILMS ARE INCLUDED. PHOTOGRAPHS SHOW EXPERIENCES SUCH AS ENTERTAINING VISITING LEADERS, SHARING WORK IN FOOD PREPARATION, GRINDING CORN AS THE EARLY INDIANS DID, EXPERIMENTING WITH ANIMALS TO UNDERSTAND HUMAN NUTRITION, AND PRACTICING FAMILY ROLES. THIS DOCUMENT IS AVAILABLE FOR $3.00 FROM VOCATIONAL-TECHNICAL CURRICULUM LABORATORY, RUTGERS UNIVERSITY, 10 SEMINARY PLACE, NEW BRUNSWICK, NEW JERSEY 08903. (FP)

**ED 016 794** **VT 002 821**

*LYNN, FRANK*

**AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS. VOLUME II. FINAL REPORT.**

MIDWEST INST. FOR EDUCATIONAL RES. AND TRAINING

REPORT NUMBER BR-5-1201

PUB DATE JUL 67

GRANT OEG-3-6-051201-0671

**EDRS PRICE MF-$0.50 HC-$3.68 90P.**

DESCRIPTORS *EDUCATIONAL NEEDS, *JOB SKILLS, *MACHINERY MAINTENANCE WORKERS, *OCCUPATIONAL SURVEYS, *TRADE AND INDUSTRIAL EDUCATION, APPRENTICESHIPS, CURRICULUM, EDUCATIONAL PROGRAMS, INDUSTRY, INSTRUCTIONAL MATERIALS, QUESTIONNAIRES, TIME BLOCKS,

THE APPENDIXES FOR "AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS, FINAL REPORT, VOLUME I" (VT 004 006) INCLUDE (1) TWO LETTERS FROM PLANT ENGINEERS STRESSING THE IMPORTANCE OF TRAINING MACHINERY MAINTENANCE WORKERS, (2) A DESCRIPTION OF THE MAINTENANCE TRAINING SURVEY, A SAMPLE QUESTIONNAIRE, AND LISTS OF KNOWLEDGES SUPERVISORS IN INDUSTRY FELT MECHANICAL REPAIRMEN SHOULD HAVE, (3) A LIST OF OCCUPATIONS IN WHICH THE BASIC MAINTENANCE SUBJECTS ARE APPLICABLE, (4) AN INVENTORY OF SYSTEMS AND COMPONENTS OF INDUSTRIAL MACHINERY, (5) SAMPLE WORK SCHEDULES FOR APPRENTICESHIP TRAINING, (6) DIAGRAMS SHOWING THE ALLOCATION OF SUBJECT TIME IN VARIOUS MAINTENANCE TRAINING PROGRAMS, (7) INFORMATION CONCERNING A PROPOSED CLEARINGHOUSE FOR INDUSTRIAL TRAINING MATERIALS, AND (8) A CORE CURRICULUM FOR A BASIC MAINTENANCE TRAINING PROGRAM. (HC)

**ED 016 795** **VT 002 827**

*ALTMAN, JAMES W.* *MORRISON, EDWARD J.*

**SCHOOL AND COMMUNITY FACTORS IN EMPLOYMENT SUCCESS OF TRADE AND INDUSTRIAL COURSE GRADUATES. FINAL REPORT.**

AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES

REPORT NUMBER AIR-E26-8/66-FR

PUB DATE AUG 66

**EDRS PRICE MF-$1.25 HC-$11.28 280P.**

DESCRIPTORS *EMPLOYMENT PROGRAMS, *HIGH SCHOOL GRADUATES, *PROGRAM IMPROVEMENT, *SCHOOL COMMUNITY RELATIONSHIP, *TRADE AND INDUSTRIAL EDUCATION, COMPREHENSIVE HIGH SCHOOLS, JOB PLACEMENT, PROGRAM EVALUATION, VOCATIONAL HIGH SCHOOLS,

THE STUDY WAS CONDUCTED TO (1) IDENTIFY SCHOOL AND COMMUNITY FACTORS RELATED TO THE PLACEMENT AND EMPLOYMENT SUCCESS OF TRADE AND INDUSTRY COURSE GRADUATES FROM VOCATIONAL AND COMPREHENSIVE PUBLIC HIGH SCHOOLS, AND (2) DEVELOP BROAD RECOMMENDATIONS FOR IMPROVEMENT OF THE PLACEMENT AND EMPLOYMENT PERFORMANCE OF SCHOOLS. SELECTED FROM A PREVIOUS STUDY WERE 16 SCHOOL-COMMUNITY SYSTEMS, EIGHT COMPREHENSIVE AND EIGHT VOCATIONAL, WHOSE GRADUATES WERE RELATIVELY SUCCESSFUL IN OBTAINING JOBS RELATED TO THEIR TRAINING, STAYING EMPLOYED, AND DERIVING SATISFACTION FROM THEIR WORK. ANOTHER SET OF 16 SCHOOLS, WHOSE GRADUATES WERE RELATIVELY UNSUCCESSFUL BY THE SAME SUCCESS CRITERIA, WAS SELECTED. DATA WERE COLLECTED BY INTERVIEWS WITH REPRESENTATIVES OF EACH SCHOOL, COMMUNITY ORGANIZATIONS, LABOR UNIONS, EMPLOYERS, AND EMPLOYMENT SECURITY OFFICES, AND BY A 75 PERCENT RETURN OF MAILED GRADUATE ASSESSMENT SHEETS. RELATIONS BETWEEN CHARACTERISTICS OF THE SCHOOL-COMMUNITY SYSTEMS AND PLACMENT-EMPLOYMENT SUCCESS OF GRADUATES WERE STUDIED BY A VARIETY OF STATISTICAL AND ANALYTIC TECHNIQUES. THE MAJOR FACTOR DISTINGUISHING BETWEEN SUCCESSFUL AND UNSUCCESSFUL SCHOOL-COMMUNITY SYSTEMS WAS THE ROLE OF THE SCHOOL IN PLACING GRADUATES. SUPERIOR JOB PLACEMENT WAS ACHIEVED WHEN SCHOOL PERSONNEL HELPED WITH PLACEMENT IN AN ORGANIZED, ACTIVE PLACEMENT PROGRAM. FAVORABLE RELATIONS BETWEEN THE SCHOOL AND MAJOR ELEMENTS OF THE COMMUNITY, ESPECIALLY IN CONTACTS BETWEEN THEM, WERE FOUND TO BE ESSENTIAL FOR A SUCCESSFUL PLACEMENT PROGRAM. THE INSTRUMENTS, DATA COLLECTED, AND SCHOOL-COMMUNITY SYSTEM CHARACTERISTICS EXAMINED ARE INCLUDED IN THE APPENDIXES, A MAJOR PART OF THE DOCUMENT. (MM)

**ED 016 796** **VT 002 877**

**IOWA STATE MANPOWER DEVELOPMENT COUNCIL. TWELFTH PROGRESS REPORT, MARCH 1, APRIL 30, 1967.**

IOWA STATE MANPOWER DEVELOPMENT COUNC., DES MOINES

OFFICE OF MANPOWER POLICY, EVALUATION AND RES.(DOL

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$1.08 25P.**

DESCRIPTORS *MANPOWER DEVELOPMENT, *ON THE JOB TRAINING, *STATE PROGRAMS, *VOCATIONAL EDUCATION, BRICKLAYERS, IOWA, LABOR UNIONS, MINORITY GROUPS, PROGRAM DESCRIPTIONS, PROGRAM DEVELOPMENT, RURAL AREAS,

THE COUNCIL NEGOTIATED SEVERAL ON-THE-JOB TRAINING SUBCONTRACTS FOR PLACEMENTS, INITIATED 4 COUPLED ON-THE-JOB TRAINING-VOCATIONAL EDUCATION PROGRAMS, ACQUIRED ADDITIONAL FUNDS TO ENLARGE BOTH PROJECTS, AND WAS INVOLVED IN A CONTROVERSY OVER THE TRAINING OF BRICKLAYERS UNDER A MANPOWER DEVELOPMENT TRAINING ACT-APPROVED PROGRAM. REPRODUCTIONS OF PRESS CLIPPINGS CONCERNING THE TRAINING CONTROVERSY ARE INCLUDED. PLANS FOR A SUMMER YOUTH EXCHANGE PROGRAM BETWEEN IOWA AND YUCATAN, MEXICO WERE INITIATED. THE COUNCIL (1) COOPERATED IN A STUDY OF SCHOOL DROPOUTS, (2) BEGAN COORDINATING LOCAL, STATE, AND FEDERAL COUNTERPART PROGRAMS IN THE COMPREHENSIVE AREA MANPOWER PLANNING SYSTEM, (3) INITIATED OPERATION OF THE MOBILE MANPOWER INFORMATION CENTER, (4) ORGANIZED A COUNTY CAREER DEVELOPMENT PROJECT AND A PROGRAM TO DISCOVER TRAINING AND OTHER SOCIAL SERVICE NEEDS OF PERSONS IN A FOUR-COUNTY AREA, (5) ASSISTED GROUPS AND INDIVIDUALS WITH CONSULTATION AND TECHNICAL ADVICE, AND (6) DISSEMINATED INFORMATION THROUGH SPEECHES AND PUBLICATIONS SUCH AS REPORTS OF STUDIES AND THE MONTHLY "MANPOWER NEWS." IT WAS CONCLUDED THAT THE COUNCIL HAS MOVED CLOSER TO ACHIEVING A HIGH LEVEL OF COORDINATION IN THE MANPOWER AREAS WITH THE COMING MERGER WITH THE OFFICE OF ECONOMIC OPPORTUNITY, AND THAT ON-THE-JOB TRAINING PROJECTS ARE PROGRESSING SATISFACTORILY IN SERVING RURAL AREAS AND MINORITY GROUPS AND SHOULD NOW BE LOCATED WITHIN THE STATE BUREAU OF LABOR. A BILL PROPOSING SUCH LEGISLATION IS BEING CONSIDERED IN THE LEGISLATURE. (WB)

**ED 016 797** **VT 002 881**

*HEADY, EARL O.* *ARCUS, PETER*

**MANPOWER REQUIREMENTS AND DEMAND IN AGRICULTURE BY REGIONS AND NATIONALLY, WITH ESTIMATION OF VOCATIONAL TRAINING AND EDUCATIONAL NEEDS AND PRODUCTIVITY.**

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

PUB DATE NOV 66

CONTRACT OEC-5-85-108

**EDRS PRICE MF-$0.25 HC-$1.12 26P.**

DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURE, *EDUCATIONAL NEEDS, *EMPLOYMENT PROJECTIONS, *MATHEMATICAL MODELS, EMPLOY-

MENT PATTERNS, FARM OCCUPATIONS, GEOGRAPHIC REGIONS,

THE PURPOSE OF THIS STUDY IS TO ESTIMATE THE MANPOWER REQUIREMENTS FOR THE NATION FOR 144 REGIONS THE TYPES OF SKILLS AND WORK ABILITIES REQUIRED BY AGRICULTURE IN THE NEXT 15 YEARS, AND THE TYPES AND AMOUNTS OF EDUCATION NEEDED. THE QUANTITATIVE ANALYSIS IS BEING MADE BY METHODS APPROPRIATE TO THE PHASES OF THE STUDY--(1) INTERRELATIONS AMONG REGIONS, COMMODITIES, AND SECTORS, DETERMINED BY INPUT-OUTPUT MODEL APPLICATION, (2) SPECIFICATIONS FOR EACH REGION AND ITS PRODUCTS BY THE DEVELOPMENT AND APPLICATION OF A MATHEMATICAL PROGRAMING MODEL, (3) ESTIMATION OF MANPOWER REQUIREMENTS FOR DIFFERENT CLASSES OF WORKERS BY ESTIMATION OF TIME-SERIES REGRESSION EQUATIONS, (4) ESTIMATION OF MIGRATION FROM FARMS, (5) MEASURE OF MARGINAL PRODUCTIVITY OF VOCATIONAL AND TECHNICAL EDUCATION BY THE DERIVATION OF FUNCTIONS INCLUDING VARIABLES REPRESENTING TYPES AND AMOUNTS OF TRAINING, AND (6) CONVERSION OF ESTIMATES INTO MANPOWER NEEDS AND TRAINING REQUIREMENTS BY USE OF GENERAL QUANTITATIVE ANALYSIS. IMPORTANT PROGRESS HAS BEEN MADE ON FOUR PHASES OF THE STUDY AND ALLOWS SPECIFICATIONS OF THE FUTURE STRUCTURE OF AGRICULTURE AND LABOR DEMAND BY REGIONS. PRESENT PROJECTIONS SHOW AN EVENTUAL DOMINATION OF AGRICULTURE BY TWO- AND THREE-MAN FORMS, WITH A MANAGER AND ONE OR TWO PERMANENT HIRED PERSONNEL, WHO WILL REQUIRE DIFFERENT KINDS OF VOCATIONAL AGRICULTURE TRAINING. FOR THE PROJECTED LARGE-SCALE SPECIALIZED UNIT IN PARTICULAR SECTORS OF AGRICULTURE, THE REQUIRED LARGER FORCES OF MORE TYPICAL LABOR AND SUPERVISORY AND MANAGEMENT PERSONNEL MAY BE BEST TRAINED BY INTENSIVE SHORT COURSES. PRELIMINARY FINDINGS INDICATE THE POTENTIAL USEFULNESS OF THESE ANALYSIS METHODS FOR OTHER VOCATIONAL AND TECHNICAL EDUCATION NEEDS. FURTHER PROGRESS ON ESTIMATES AND PROJECTIONS FOR AGRICULTURE WILL BE CONTINGENT ON THE COLLECTION OF SUFFICIENT DATA. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS" (ED 001 069) WHICH SUPPLEMENTS VT 001 546. (JM)

**ED 016 798** **VT 002 883**
*LEWIS, EDWIN C.* *HEISERMAN, MARY*
**THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTER-DISCIPLINARY RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION.**
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
PUB DATE NOV 66
CONTRACT OEC-5-85-108
**EDRS PRICE MF-$0.25 HC-$0.88 20P.**

DESCRIPTORS *ASPIRATION, *EDUCATIONAL RESEARCH, *PSYCHOLOGICAL STUDIES, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, BIBLIOGRAPHIES, LITERATURE REVIEWS, RESEARCH PROPOSALS, STUDENT CHARACTERISTICS,

THE PURPOSE OF THIS PROJECT IS TO COLLECT INFORMATION CONCERNING THE STATUS OF PSYCHOLOGICAL RESEARCH RELATED TO VOCATIONAL EDUCATION, ORGANIZE THE INFORMATION TO PROVIDE GUIDANCE AND STIMULATION FOR DEVELOPING AND EXECUTING RESEARCH TO FILL CURRENT GAPS, COOPERATE WITH OTHER DISCIPLINES IN DEVELOPING RESEARCH PROPOSALS, AND PROPOSE AND DEVELOP METHODS BY WHICH PSYCHOLOGISTS CAN CONTRIBUTE TO RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION. FROM A SEARCH OF THE LITERATURE, SEVEN CATEGORIES OF RESEARCH HAVE BEEN IDENTIFIED--(1) ACADEMIC ACHIEVEMENT, (2) COUNSELING, INCLUDING TECHNIQUES AND USE OF TESTS, (3) DEMOGRAPHIC CHARACTERISTICS OF STUDENTS, EMPHASIZING CHARACTERISTICS OF RURAL STUDENTS AND IMPLICATIONS FOR EDUCATION, (4) TEACHING METHODS, (5) OCCUPATIONAL CHOICE, INCLUDING THE PROCESS OF VOCATIONAL DEVELOPMENT AND FACTORS INFLUENCING CHOICE OF A SPECIFIC OCCUPATION, (6) SCHOOL ENVIRONMENT, EMPHASIZING VARIABLES WITHIN THE SCHOOL SETTING THAT INFLUENCE STUDENT GOALS AND PERFORMANCE, AND (7) STUDENT CHARACTERISTICS, INCLUDING ASPIRATION LEVEL, INTERESTS, AND ABILITIES. RESEARCH CONCERNING STUDENT ASPIRATION LEVEL AND VOCATIONAL INTERESTS IS SUMMARIZED AND ITS IMPLICATIONS FOR TEACHING AND RESEARCH IN VOCATIONAL AND TECHNICAL EDUCATION IS DISCUSSED. THE FINAL REPORT WILL CONTAIN SUMMARIES IN THE OTHER FIVE AREAS AND WILL RECOMMEND STUDIES WHICH CAN AND SHOULD BE UNDERTAKEN BY PSYCHOLOGISTS. A LIST OF 69 REFERENCES IS INCLUDED. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS" (ED 011 069) WHICH SUPPLEMENTS VT 001 546. (JM)

**ED 016 799** **VT 002 884**
*HOWE, TREVOR G.* *BUNTROCK, KERMIT*
**OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROP-OUTS FROM RURAL AREAS IN IOWA.**
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
PUB DATE NOV 66
CONTRACT OEC-5-85-108
**EDRS PRICE MF-$0.50 HC-$2.52 61P.**

DESCRIPTORS *DROPOUTS, *EDUCATIONAL NEEDS, *PROGRAM ATTITUDES, *VOCATIONAL EDUCATION, DROPOUT PROBLEMS, EMPLOYMENT EXPERIENCE, HIGH SCHOOLS, INDIVIDUAL CHARACTERISTICS, IOWA, JOB SKILLS, UNEMPLOYMENT,

OF 224 DROPOUTS IDENTIFIED FROM PREVIOUS STUDIES OF 13,000 STUDENTS IN 109 HIGH SCHOOLS IN 16 IOWA COUNTIES, 102 STILL IN THE STATE WERE PERSONALLY INTERVIEWED TO IDENTIFY OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS FOR THE 10-YEAR PERIOD FOLLOWING WITHDRAWAL FROM SCHOOL. NEARLY ALL OF THE DROPOUTS WERE MARRIED AND HAD CHILDREN, WERE FROM LARGE FAMILIES AND HAD BROTHERS AND SISTERS WHO HAD ALSO DROPPED OUT, AND A RELATIVELY HIGH PERCENTAGE WERE FROM RURAL COMMUNITIES. MALES GAVE LOSS OF INTEREST OR DISLIKE OF SCHOOL AND COURSES, AND FEMALES GAVE MARRIAGE OR PREGNANCY AS MAJOR REASONS FOR LEAVING SCHOOL. MALES ATTRIBUTED THEIR YEAR OF UNEMPLOYMENT SINCE LEAVING SCHOOL TO ADJUSTMENT AND UNEMPLOYMENT DIFFICULTIES. THE MEDIAN INCOME HAD RISEN FROM $59 PER WEEK FOR THEIR FIRST JOB TO $109 FOR THEIR CURRENT JOB. NEARLY ALL CLAIMED TO BE SATISFIED WITH PRESENT JOBS. OVER ONE-HALF OF BOTH MALES AND FEMALES INDICATED INTEREST IN FURTHER JOB TRAINING, AND 24 HAD ALREADY RECEIVED SOME SINCE HIGH SCHOOL. MALES WERE INTERESTED IN SKILLED CRAFT AREAS AND THE SPECIFIC AREAS OF MECHANICS, AGRICULTURE, DRAFTING, ELECTRONICS, AND WELDING. FEMALES DESIRED TRAINING IN SECRETARIAL AREAS, COSMETOLOGY, MEDICAL TECHNOLOGY, AND NURSING. DROPOUTS' SUGGESTIONS FOR IMPROVING THE SCHOOLS INCLUDED CURRICULUM EXPANSION TO INCLUDE VARIOUS TYPES OF VOCATIONAL-TECHNICAL EDUCATION, SPECIAL TEACHERS, CLASSES FOR SLOW LEARNERS, MORE INDIVIDUAL HELP, AND BETTER COUNSELING. TABLES OF DATA AND THE INTERVIEW SCHEDULE ARE INCLUDED. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS (ED 011 069) WHICH SUPPLEMENTS VT 001 546. (JM)

**ED 016 800** **VT 002 885**
*BEAL, GEORGE M.* *AND OTHERS*
**THE DECISION-MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS.**
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
PUB DATE NOV 66
CONTRACT OEC-5-85-108
**EDRS PRICE MF-$0.25 HC-$1.56 37P.**

DESCRIPTORS *BOND ISSUES, *SCHOOL DISTRICTS, *VOCATIONAL EDUCATION, COMMUNICATIONS, COMMUNITY ORGANIZATIONS, DECISION MAKING, DEMOGRAPHY, ECONOMIC FACTORS, IOWA, NEWS MEDIA, SCHOOL BUDGET ELECTIONS, SCHOOL SUPERINTENDENTS, VOTER REGISTRATION, VOTING,

THE SUPERINTENDENTS OF 195 OF 209 SCHOOL DISTRICTS HOLDING BOND ISSUE ELECTIONS DURING A 5-YEAR PERIOD RESPONDED TO A QUESTIONNAIRE. OF THESE, 20 OF THE 24 WHOSE BOND ISSUES INVOLVED VOCATIONAL EDUCATION WERE INTERVIEWED IN A TWO-PHASE STUDY TO ANALYZE THE DECISION MAKING PROCESS, IDENTIFY THE VARIABLES ASSOCIATED WITH SUCCESS OR FAILURE, AND TO RECOMMEND STRATEGIES RELATIVE TO BOND ISSUE ELECTIONS FOR VOCATIONAL EDUCATION IN IOWA SCHOOL DISTRICTS. THE PERCENTAGE OF REGISTERED VOTERS AND COMMUNICATION TECHNIQUES USED WERE NOT CORRELATED WITH ELECTION OUTCOME. ECONOMIC VARIABLES DEALING WITH MILLAGE INCREASE AND TOTAL MILLAGE APPEARED MORE IMPORTANT THAN THE TOTAL AMOUNT OF THE ISSUE IN INCREASING VOTER TURNOUT. DISTRICTS WHICH HAD PASSED A BOND ISSUE IN THE 5-YEAR PERIOD WERE MOST LIKELY TO PASS ANOTHER PRESENTED CURING THE PERIOD, AND UNSUCCESSFUL ATTEMPTS WERE MOST LIKELY TO BE FOLLOWED BY FURTHER FAILURES. LITTLE OR NO ASSOCIATION WAS OBSERVED BETWEEN DISTRICT DEMOGRAPHIC CHARACTERISTICS OR ECONOMIC VARIA-

BLES AND A FAVORABLE VOTE. SUPERINTENDENTS OF SUCCESSFUL DISTRICTS EVALUATED NEWSPAPER COVERAGE AS MORE FAVORABLE AND PARENT TEACHER ASSOCIATION INVOLVEMENT AS MORE IMPORTANT THAN DID SUPERINTENDENTS OF UNSUCCESSFUL ONES. VOCATIONAL EDUCATION BOND ISSUE PROPOSALS DID NOT SEEM TO AFFECT THE ELECTION OUTCOMES. IT WAS CONCLUDED THAT DATA COLLECTED BY THE PRESENT SURVEY TECHNIQUES ARE NOT SUFFICIENT TO PREDICT THE OUTCOME OF SCHOOL BOND ISSUES. THIS REPORT APPEARS IN "APPENDIX OF FINAL RESEARCH REPORTS FOR PROJECT IN RESEARCH AND DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, NON-METROPOLITAN AREAS (ED 011 069) WHICH SUPPLEMENTS VT 001 546. (JM)

**ED 016 801** **VT 002 886**
**VOCATIONAL EDUCATION MASTER PLAN REPORT.**
GROSSMONT UNION HIGH SCHOOL DISTRICT, CALIF.
PUB DATE SEP 66
**EDRS PRICE MF-$0.25 HC-$1.68** 40P.
DESCRIPTORS *EDUCATIONAL NEEDS, *GUIDELINES, *MASTER PLANS, *VOCATIONAL EDUCATION, CALIFORNIA, COMMUNITY CHANGE, COMMUNITY SURVEYS, EDUCATIONAL PLANNING, SCHOOL SURVEYS, VOCATIONAL HIGH SCHOOLS,

THIS REPORT COVERS THE FIRST TWO PHASES OF A PROPOSED SIX-PHASE PLAN. A COMMITTEE OF ONE REPRESENTATIVE FROM EACH HIGH SCHOOL, A VOCATIONAL COUNSELOR, AND THE DISTRICT VOCATIONAL EDUCATION CONSULTANT DEVELOPED GUIDELINES FOR THE MASTER PLAN BASED ON OPINIONS AND RECOMMENDATIONS OF AN 18-MEMBER COUNCIL OF HIGH SCHOOL VOCATIONAL EDUCATION TEACHERS. THE COMMITTEE (1) STUDIED CURRENT VOCATIONAL EDUCATION PROGRAMS, LOCAL AND STATE EMPLOYMENT CONDITIONS AND TRENDS, THE STUDENT POPULATION, AND PRESENT FACILITIES AND EQUIPMENT, (2) SET UP AS A PILOT PROJECT A 3-WEEK AIRCRAFT ASSEMBLY OCCUPATIONAL TRAINING COURSE, AND (3) MADE A PRELIMINARY EVALUATION OF DEMAND OCCUPATIONS. CURRICULAR RECOMMENDATIONS WERE TO (1) IMPLEMENT A FOUR-TRACK PLAN WITHIN THE SCHOOL ACCORDING TO STUDENT COMMITMENT, (2) PROVIDE MORE EFFECTIVE VOCATIONAL ORIENTATION AT THE EIGHTH GRADE LEVEL, (3) ESTABLISH A VOCATIONAL EXPLORATORY PROGRAM AT THE NINTH GRADE LEVEL, (4) CREATE INTERDISCIPLINARY COORDINATION IN ALL RELATED COURSES IN HIGH SCHOOL, (5) PROVIDE A CONCENTRATION OF VOCATIONAL CLASSES IN 11TH AND 12TH GRADES, (6) PROVIDE FINAL SPECIFIC OCCUPATIONAL TRAINING NEAR THE END OF THE HIGH SCHOOL PROGRAM, AND (7) ESTABLISH A DISTRICT RESPONSIBILITY FOR PLACING STUDENTS IN GAINFUL EMPLOYMENT. ORGANIZATIONAL RECOMMENDATIONS CONCERNED (1) ESTABLISHING A VOCATIONAL EDUCATION COUNCIL, SPECIAL COMMITTEES, AND A VOCATIONAL ADVISORY COUNCIL, (2) COORDINATING THE DISTRICT ORGANIZATION, (3) STUDYING FACILITIES AND SERVICE, (4) PLACING STUDENTS, AND (5) INITIATING OTHER IMPROVEMENTS. EACH OF THE RECOMMENDATIONS IS DISCUSSED IN DETAIL. A SUMMARY OF THE SUMMER EXPERIMENT IN AIRCRAFT ASSEMBLY AND SUMMARY DATA FROM RESEARCH ARE INCLUDED. (BS)

**ED 016 802** **VT 002 941**
*WILLSON, RICHARD*
**RESEARCH TO ESTABLISH A COLLEGE-LEVEL CURRICULUM IN GLASS. TECHNICAL PROGRESS REPORT, NUMBER 2.**
MIAMI UNIV., CORAL GABLES, FLA.
REPORT NUMBER BR-5-8304
PUB DATE 67
CONTRACT OEC-2-6-58304-1146
**EDRS PRICE MF-$0.25 HC-$0.16** 2P.
DESCRIPTORS *COLLEGE CURRICULUM, *CURRICULUM DEVELOPMENT, *GLASS, PROGRAM DESCRIPTIONS,

THE PURPOSE OF THE RESEARCH IS TO CORRELATE A COLLECTED MASS OF INFORMATION RELATED TO THE ACCEPTED NEED TO ESTABLISH A CURRICULUM FOR TEACHING GLASS AS A FINE ART MATERIAL IN THE UNITED STATES. AN ARTIST OR AN ARCHITECT WHO WISHES TO LEARN THE POTENTIAL USE OF GLASS MUST GO TO EUROPE, AS NO COMPREHENSIVE TEACHING OF GLASS AS A FINE ART EXISTS ON THE AMERICAN TEACHING SCENE. INFORMATION WAS COLLECTED DURING VISITS TO EGYPT AND GREECE, AND TO LOCATIONS IN THE UNITED STATES, SUCH AS DOMINICK LABINO, THE TOLEDO ART MUSEUM, CORNING GLASS COMPANY, OHIO UNIVERSITY, BLENKO GLASS COMPANY, AND SMITHSONIAN INSTITUTION. INFORMATION FROM THE EGYPTIAN TRIP WAS PRESENTED TO ADVANCED STUDENTS AND FACULTY OF THE UNIVERSITY OF MIAMI IN JANUARY 1967. ACTIVITIES FOR THE NEXT REPORTING PERIOD WILL INCLUDE FINAL STUDY AND DISCUSSION TRIPS TO GLASS SCHOOLS, INDIVIDUALS, COLLECTIONS, AND ARCHITECTURAL INSTALLATIONS OF GLASS IN GERMANY, AUSTRIA, ITALY, FINLAND, SWEDEN, AND ENGLAND. A DEFINITE RECOMMENDATION WILL BE MADE IN THE FINAL REPORT THAT THE UNITED STATES TAKE STEPS TO SECURE LEADERSHIP IN THIS DIRECTION, AND THE STEPS TO DO THIS WILL BE SPELLED OUT CLEARLY. (MM)

**ED 016 803** **VT 002 944**
*MOSS, JEROME, JR.*
**REVIEW OF RESEARCH IN VOCATIONAL TECHNICAL TEACHER EDUCATION.**
MINNESOTA RESEARCH COORD.UNIT IN OCCUPATIONAL EDUC
PUB DATE SEP 67
**EDRS PRICE MF-$0.25 HC-$1.76** 42P.
DESCRIPTORS *EDUCATIONAL RESEARCH, *RESEARCH NEEDS, *RESEARCH REVIEWS (PUBLICATIONS), *TEACHER EDUCATION, *VOCATIONAL EDUCATION, BIBLIOGRAPHIES, MODELS, RESEARCH OPPORTUNITIES, TECHNICAL EDUCATION, VOCATIONAL EDUCATION TEACHERS,

THE PURPOSES OF THE STUDY WERE TO (1) REVIEW, ORGANIZE, AND INTERPRET THE RESEARCH SINCE 1962 IN ORDER TO OPEN NEW VISTAS FOR FURTHER INVESTIGATIONS, (2) DEVELOP A MODEL TO PROVIDE A MEANS FOR CLASSIFYING COMPLETED STUDIES, SHOWING INTERRELATIONSHIPS AMONG THEM, UNCOVERING GAPS IN OUR KNOWLEDGE, AND PLANNING FURTHER INTEGRATED PROGRAMS OF RESEARCH, AND (3) SUGGEST SOME MAJOR QUESTIONS FOR RESEARCH. A MODEL FOR CLASSIFYING STUDIES IS DIAGRAMMED AND DISCUSSED, AND COMPLETED STUDIES ARE SYNTHESIZED UNDER ITS MAJOR DIVISIONS--(1) JOB REQUIREMENTS, (2) INPUT (SOURCES OF TEACHERS), (3) PROGRAM DEVELOPMENT, (4) GUIDANCE AND SELECTION, (5) RECRUITMENT, AND (6) PROGRAM EVALUATION. A BIBLIOGRAPHY OF 141 ITEMS PUBLISHED FROM 1962-67, LISTS THE STUDIES DISCUSSED. SOME OF THE MAJOR QUESTIONS SUGGESTED FOR RESEARCH ARE (1) WHAT IS THE CURRENT ROLE OF THE VOCATIONAL-TECHNICAL TEACHER, (2) WHAT COMPETENCIES ARE AND WILL BE REQUIRED TO ADEQUATELY PERFORM IN THE DESIRED MANNER, (3) HOW MANY TEACHERS WILL NEED TO BE TRAINED IN THE FORTHCOMING YEARS, (4) WHAT GROUPS REPRESENT POTENTIAL SOURCES FOR PRE AND INSERVICE TEACHER EDUCATION PROGRAMS, (5) WHAT EDUCATIONAL EXPERIENCES PROVIDE THE MOST EFFICIENT BRIDGE BETWEEN THE EXISTING COMPETENCIES OF VARIOUS SOURCE GROUPS AND REQUIRED COMPETENCIES OF HIGHLY QUALIFIED TEACHERS, (6) HOW DO WE ASSESS THE INDIVIDUAL COMPETENCIES, (7) WHAT INCENTIVES ARE MOST INFLUENTIAL IN ATTRACTING DESIRABLE CANDIDATES, AND (8) HOW WELL HAS THE TEACHER EDUCATION PROGRAM FUNCTIONED. (MM)

**ED 016 804** **VT 002 946**
**PUBLIC LAW 89-287, 89TH CONGRESS, HR 7743.**
CONGRESS OF THE U.S., WASHINGTON, D.C., HOUSE
PUB DATE 22 OCT 65
**EDRS PRICE MF-$0.25 HC-$0.60** 13P.
DESCRIPTORS *FEDERAL LAWS, *POST SECONDARY EDUCATION, *SCHOLARSHIP LOANS, *VOCATIONAL EDUCATION, NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT OF 1965, TECHNICAL EDUCATION,

THE PURPOSE OF THIS ACT, THE NATIONAL VOCATIONAL STUDENT LOAN INSURANCE ACT OF 1965, IS TO ENABLE THE COMMISSIONER OF EDUCATION TO (1) ENCOURAGE STATES AND NONPROFIT PRIVATE INSTITUTIONS AND ORGANIZATIONS TO ESTABLISH LOAN INSURANCE PROGRAMS FOR STUDENTS IN ELIGIBLE INSTITUTIONS, (2) PROVIDE A FEDERAL PROGRAM OF STUDENT LOAN INSURANCE FOR STUDENTS WHO DO NOT HAVE REASONABLE ACCESS TO A STATE OR PRIVATE NONPROFIT PROGRAM OF STUDENT LOAN INSURANCE, AND (3) PAY A PORTION OF THE INTEREST ON LOANS TO QUALIFIED STUDENTS WHO ARE INSURED UNDER THIS ACT OR UNDER A PROGRAM OF A STATE OR NONPROFIT PRIVATE INSTITUTION OR ORGANIZATION WHICH MEETS THE NECESSARY REQUIREMENTS. THE INSURED LOAN LIMIT IS $1,000 PER ACADEMIC YEAR AND IS NOT TO EXCEED $2,000 AT ANY TIME. THE INSURANCE LIABILITY SHALL BE 100 PERCENT OF THE UNPAID BALANCE OF THE PRINCIPAL AMOUNT OF THE LOAN. ELIGIBLE STUDENTS MUST HAVE BEEN ACCEPTED FOR ENROLLMENT OR BE IN GOOD STANDING AT A POST-SECONDARY BUSINESS, TRADE, TECHNICAL, OR OTHER VOCATIONAL SCHOOL, BE CARRYING AT LEAST ONE-HALF OF THE NORMAL FULL-TIME LOAD, AND HAVE PROVIDED THE LENDER WITH AN INSTITUTIONAL STATEMENT OF THE SCHEDULE OF EDUCATIONAL EXPENSES. THE LOAN IS TO BE REPAID WITH CERTAIN EXCEPTIONS, IN INSTALLMENTS OVER A PERIOD OF NOT LESS THAN 3 YEARS NOR MORE THAN 6 YEARS BEGINNING NOT EARLIER THAN 9 MONTHS NOR LATER THAN 1 YEAR AFTER THE STUDENT CEASES TO

MEET THE ELIGIBILITY REQUIREMENTS. (EM)

**ED 016 805** 08 VT 003 224
*MEYER, WARREN G.*
**PILOT TRAINING PROJECT, BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION.**
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER BR-6-1594
PUB DATE 30 JUN 67
GRANT OEG-3-6-061594-0680
**EDRS PRICE MF-$0.75 HC-$6.04** 149P.

DESCRIPTORS *DISTRIBUTIVE EDUCATION, *INSERVICE TEACHER EDUCATION, *WORK STUDY PROGRAMS, DISTRIBUTIVE EDUCATION TEACHERS, FOLLOWUP STUDIES, PILOT PROJECTS, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, RECORDS (FORMS), SUMMER INSTITUTES,

THIRTY PREEMPLOYMENT, HIGH SCHOOL, AND POST-HIGH SCHOOL DISTRIBUTIVE EDUCATION TEACHERS FROM FIVE STATES PARTICIPATED IN A 7-WEEK OCCUPATIONAL EXPERIENCE TRAINING PROJECT TO UPDATE AND EXTEND THEIR KNOWLEDGE OF OCCUPATIONAL FIELDS, TO IMPROVE THEIR TEACHING COMPETENCIES, AND TO PREPARE INSTRUCTIONAL MATERIALS. AN INTRODUCTION TO RELEVANT RESEARCH AND THEORY, INSTRUCTION IN OBSERVING JOB SITUATIONS AND DEVELOPING CURRICULUM MATERIALS AND A PRETEST ON MARKETING FUNCTIONS WERE PRESENTED DURING THE FIRST WEEK. DURING 4 WEEKS EACH TEACHER SPENT TWO 8-DAY PERIODS IN TWO DIFFERENT FIRMS. EACH COMPLETED JOB ANALYSIS FORMS, WROTE CRITICAL INCIDENTS OF EFFECTIVE AND INEFFECTIVE BEHAVIOR AND JOB DESCRIPTIONS, AND IDENTIFIED PROBLEMS AND WORK COMPETENCIES. IN SEMINARS HELD EACH FRIDAY, GROUPS IDENTIFIED INSTRUCTIONAL OBJECTIVES AND TECHNICAL, OCCUPATIONAL ADJUSTMENT, AND CAREER DEVELOPMENT COMPETENCIES. IN THE FINAL WEEKS, ACTIVITIES, MATERIALS, AND PROJECTS FOR USE IN TEACHING WERE DEVELOPED. EACH PARTICIPANT COMPLETED AN EVALUATION FORM AND A POST TEST IN MARKETING FUNCTIONS. SOME CONCLUSIONS WERE – (1) PARTICIPANTS IMPROVED THEIR KNOWLEDGE OF MARKETING FUNCTIONS AND WERE BETTER ABLE TO COMMUNICATE A PRACTICAL UNDERSTANDING AND TO PLAN VOCATIONAL LEARNING ACTIVITIES IN THEIR TEACHING, (2) THEY WERE ABLE TO IDENTIFY AND COMMUNICATE THE PSYCHOLOGICAL AND SOCIOLOGICAL DIMENSIONS OF A JOB, (3) EXCELLENT RAPPORT WAS ESTABLISHED BETWEEN THE BUSINESS COMMUNITY AND THE DISTRIBUTIVE EDUCATION PROGRAM, AND (4) PERIODIC DIRECTED OCCUPATIONAL EXPERIENCES SHOULD BE PROVIDED FOR DISTRIBUTIVE EDUCATION PERSONNEL. SAMPLE FORMS AND LETTERS ARE INCLUDED. (MM)

**ED 016 806** VT 003 291
**THE MANPOWER REPORT OF THE PRESIDENT, A REPRINT FROM THE 1967 MANPOWER REPORT.**
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$0.60** 13P.

DESCRIPTORS *EDUCATIONAL POLICY, *EMPLOYMENT PROGRAMS, *FEDERAL GOVERNMENT, *MANPOWER DEVELOPMENT, *VOCATIONAL EDUCATION, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT TRENDS, FEDERAL LAWS, FEDERAL PROGRAMS, JOB TRAINING, MANPOWER UTILIZATION, UNEMPLOYMENT,

IN 1966, THE NATION'S UNEMPLOYMENT RATE DROPPED BELOW 4 PERCENT, A 13-YEAR LOW. THE TOTAL PRODUCTION OF GOODS AND SERVICES WAS $58 MILLION MORE THAN IN 1965, AND THE AFTER-TAX INCOME OF AMERICAN FAMILIES INCREASED, AFTER ALLOWING FOR PRICE INCREASES, BY 3.5 PERCENT. THIS PROGRESS RESULTED FROM BUSINESS AND LABOR ACHIEVEMENTS, GRADUALLY IMPROVING EDUCATION, AND EFFORTS BY THE GOVERNMENT TO ENCOURAGE AND SUSTAIN ECONOMIC GROWTH AND TO CARRY OUT HUMANE AND POSITIVE MANPOWER PROGRAMS. THROUGH THE ECONOMIC OPPORTUNITY ACT (EOA) OF 1964, THE ELEMENTARY AND SECONDARY EDUCATION ACT, THE HIGHER EDUCATION ACT OF 1965, AND THE MANPOWER AND DEVELOPMENT TRAINING ACT (MDTA) OF 1962 WITH ITS 1965 AND 1966 AMENDMENTS, STEPS WERE TAKEN TO ASSURE OPPORTUNITY TO ALL CITIZENS. BY THE END OF THE YEAR, ABOUT 600,000 UNEMPLOYED AND UNDEREMPLOYED WORKERS HAD ENROLLED IN TRAINING, AND NEARLY NINE OF 10 WHO COMPLETED TRAINING WERE EMPLOYED. UNDER EOA, MORE THAN 800,000 YOUNG PEOPLE HAD RECEIVED A NEW START THROUGH THE NEIGHBORHOOD YOUTH CORPS, THOUSANDS HAD RECEIVED TRAINING AND JOBS THROUGH THE JOB CORPS, AND 138,000 FAMILY BREADWINNERS WERE GIVEN NEW SKILLS THROUGH THE WORK-EXPERIENCE AND TRAINING PROGRAM. TO ASSIST THE UNEMPLOYED, NEW DIRECTIONS IN MANPOWER POLICY MUST BE PURSUED BY CONCENTRATING NATIONAL EFFORTS TO CLOSE THE GAP BETWEEN EDUCATION AND WORK, MAKING THE OVERALL MANPOWER EFFORT A MORE EFFICIENT AND COMPREHENSIVE PROGRAM, AND MAKING MILITARY SERVICE A PATH TO PRODUCTION CAREERS. A VIGOROUS ECONOMY AND AN EFFECTIVE EDUCATIONAL SYSTEM ARE BASIC TO AN EFFECTIVE MANPOWER POLICY. THE 18 EDUCATIONAL MEASURES PROPOSED BY THE PRESIDENT AND ENACTED BY CONGRESS ARE SYMBOLS OF THE BELIEF THAT EDUCATION IS THE MOST IMPORTANT INVESTMENT THAN CAN BE MADE IN THE NATION'S FUTURE. THIS ARTICLE IS A REPRINT FROM THE "1967 MANPOWER REPORT" (VT 002 577) AND IS AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (BS)

**ED 016 807** VT 003 292
**NEW DIRECTIONS IN MANPOWER PROGRAMS, A REPRINT FROM THE 1967 MANPOWER REPORT.**
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.20** 28P.

DESCRIPTORS *EMPLOYMENT, *FEDERAL PROGRAMS, *JOB TRAINING, *MANPOWER DEVELOPMENT, *VOCATIONAL EDUCATION, ADMINISTRATIVE POLICY, DISADVANTAGED GROUPS, UNEMPLOYED,

THE NEW DIRECTIONS WERE THE OUTGROWTH OF ECONOMIC DEVELOPMENTS INCLUDING RISING EMPLOYMENT, EMERGING LABOR SHORTAGES, AND CONTINUED HARD CORE UNEMPLOYMENT. A DISTINGUISHING FEATURE OF 1966 WAS THE EXTENT TO WHICH IDEAS WERE BROUGHT FROM THE PLANNING OR TESTING STAGE TO INNOVATIVE ACTION BY MANY AGENCIES OF THE GOVERNMENT. THE OVERRIDING CONCERN IN THESE ACTIONS WAS TO DEAL MORE EFFECTIVELY AND FUNDAMENTALLY WITH THE PROBLEMS OF THE DISADVANTAGED, BUT IMPORTANT STEPS WERE ALSO TAKEN TO HELP MEET SKILL SHORTAGE PROBLEMS AND TO COORDINATE MANPOWER PROGRAMS WITH OTHER RELATED STATE AND LOCAL PROGRAMS. MANY BUSINESSES AND INDUSTRIES RECRUITED, EMPLOYED, AND TRAINED DISADVANTAGED WORKERS AND COOPERATED IN EFFORTS TO MEET HOUSING, TRANSPORTATION, AND OTHER SOCIAL PROBLEMS. MANY NATIONAL LABOR UNIONS STIMULATED UPGRADING TRAINING TO IMPROVE SKILLS AND OPEN OPPORTUNITIES FOR LARGE MEMBERS OF THE DISADVANTAGED IN ENTRY OCCUPATIONS. SPECIFIC SUBJECTS DISCUSSED ARE (1) REACHING AND SERVING THE DISADVANTAGED THROUGH THE HUMAN RESOURCES DEVELOPMENT PROGRAM, MULTISERVICE NEIGHBORHOOD CENTERS, AND REFOCUSED MANPOWER DEVELOPMENT AND TRAINING ACT (MDTA) PROGRAMS, (2) IMPROVING EMPLOYABILITY THROUGH MDTA TRAINING, NEIGHBORHOOD YOUTH CORPS PROJECTS, PROGRAMS FOR WELFARE CLIENTS, AND STATEWIDE PROJECTS, (3) INITIATING NEW FORMS OF JOB DEVELOPMENT THROUGH INDUSTRY COOPERATION, YOUTH OPPORTUNITY CAMPAIGNS, AND WORK-TRAINING PROGRAMS, (4) INITIATING INNOVATIONS IN OCCUPATIONAL TRAINING, (5) MEETING THE PROBLEMS OF SPECIAL GROUPS, SUCH AS OLDER WORKERS, AMERICAN INDIANS, MEXICAN-AMERICANS, TEXAS MIGRATORY WORKERS, DISADVANTAGED SERVICEMEN AND REJECTEES, AND PRISON INMATES, AND (6) IMPLEMENTING NEW ADMINISTRATIVE POLICIES, SUCH AS USE OF COORDINATING TEAMS, JOINT FUNDING, AND NATIONAL-STATE PLANNING. THE REPORT WAS AN ACCOUNT OF PROGRAM BEGINNINGS RATHER THAN ACCOMPLISHMENTS. THIS ARTICLE IS A REPRINT FROM "1967 MANPOWER REPORT" AND IS AVAILABLE FROM THE MANPOWER ADMINISTRATION OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (WB)

**ED 016 808** VT 003 293
**PROFESSIONAL AND SUPPORTING PERSONNEL, A REPRINT FROM THE 1967 MANPOWER REPORT.**
MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.
PUB DATE 67
**EDRS PRICE MF-$0.25 HC-$1.32** 31P.

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *EMPLOYMENT TRENDS, *PROFESSIONAL PERSONNEL, *SUBPROFESSIONALS, COLLEGE GRADUATES, EDUCATIONAL PROGRAMS, ENGINEERS, FEDERAL LAWS, GRADUATE EDUCATION, HEALTH PERSONNEL, MANPOWER UTILIZATION, PROFESSIONAL EDUCATION, SCIENTISTS, SOCIAL WORKERS, TEACHERS, TECHNICAL EDUCATION,

MANPOWER REQUIREMENTS, RESOURCES, UTILIZATION AND TRAINING IN SCIENCE AND ENGINEERING, TEACHI-

NG, SOCIAL WORK, AND THE HEALTH PROFESSIONS ARE DISCUSSED. EMPLOYMENT IN PROFESSIONAL AND TECHNICAL AREAS INCREASED FROM FEWER THAN 4 MILLION IN 1947, TO MORE THAN 9 MILLION IN 1966, FIVE TIMES THE RATE OF INCREASE IN EMPLOYMENT GENERALLY. MOUNTING EMPLOYMENT OF PROFESSIONAL AND TECHNICAL PERSONNEL WAS BOTH A CAUSE AND A CONSEQUENCE OF THE COUNTRY'S ADVANCING ECONOMY AND TECHNOLOGY. PERSONNEL SHORTAGES EXISTED IN (1) MAJOR HEALTH AND SUPPORTING PROFESSIONS, (2) SLUM, RURAL, AND SOME SMALL COLLEGE TEACHING POSITIONS, (3) SPECIALTIES SUCH AS AUTOMATIC DATA PROCESSING, MATHEMATICS, DESIGN ENGINEERING, COUNSELING, SOCIAL WORK, AND LIBRARY SCIENCE, AND (4) LOCAL AND STATE GOVERNMENT AGENCIES. MANPOWER REQUIREMENTS WILL CONTINUE TO GROW MUCH FASTER IN PROFESSIONAL AND TECHNICAL OCCUPATIONS THAN IN OTHER MAJOR OCCUPATIONAL GROUPS DURING THE NEXT DECADE, PERHAPS REACHING 13 MILLION BY 1975. MANPOWER NEEDS ARE EXPECTED TO RISE IN PRACTICALLY EVERY PROFESSION WITH GREATER INCREASE IN NATURAL SCIENCES AND ENGINEERING FIELDS THAN IN LAW AND TEACHING. AMONG THE RECOMMENDATIONS WERE TO (1) RAISE PAY SCALES IN MANY OF THE TECHNICAL AND PROFESSIONAL FIELDS, AND (2) TAKE MEASURES TO EASE ADJUSTMENT PROBLEMS DUE TO SHIFTS IN DEFENSE AND GOVERNMENT PROGRAMS. THIS ARTICLE IS A REPRINT FROM THE "1967 MANPOWER REPORT" (VT 002 577) AND IS AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (WB)

**ED 016 809** **VT 003 299**

**GRADUATE FOLLOW-UP, 1966.**

CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD

PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.76 67P.

DESCRIPTORS *EMPLOYMENT, *GRADUATE SURVEYS, *VOCATIONAL EDUCATION, CONNECTICUT, HIGH SCHOOLS, POST SECONDARY EDUCATION, VOCATIONAL FOLLOWUP,

PLACEMENT DATA ARE REPORTED FOR 5,066 VOCATIONAL GRADUATES FROM 83 SCHOOLS AND COLLEGES IN CONNECTICUT REPRESENTING PROGRAM FIELDS IN VOCATIONAL AGRICULTURE, DISTRIBUTIVE EDUCATION, HEALTH EDUCATION, HOME ECONOMICS FOR GAINFUL EMPLOYMENT, BUSINESS AND OFFICE EDUCATION, TECHNICAL EDUCATION, AND TRADE AND INDUSTRIAL EDUCATION. OF THE 5,066 GRADUATES, 4,139 COMPLETED SECONDARY LEVEL PROGRAMS, 927 WERE GRADUATES OF POST-SECONDARY PROGRAMS IN COMMUNITY COLLEGES, STATE TECHNICAL INSTITUTES, AND VOCATIONAL-TECHNICAL SCHOOLS. NEARLY 82 PERCENT OF THE GRADUATES AVAILABLE FOR PLACEMENT WERE EMPLOYED IN OCCUPATIONS UTILIZING SPECIALIZED SKILLS ACQUIRED IN VOCATIONAL COURSES. THE MEAN HOURLY WAGE FOR THIS GROUP WAS $1.91. APPROXIMATELY 12 PERCENT OF AVAILABLE GRADUATES WERE EMPLOYED IN NONRELATED OCCUPATIONS. ABOUT 20 PERCENT OF THE GRADUATES CONTINUED THEIR EDUCATION ON A FULL-TIME BASIS. ONLY 54 GRADUATES OR 1.06 PERCENT WERE UNEMPLOYED, AN UNEMPLOYMENT RATE WHICH COMPARES VERY FAVORABLY WITH THE ANNUAL AVERAGE FOR CONNECTICUT OF 3.1 PERCENT. FUTURE FOLLOW-UP STUDIES SHOULD DETERMINE THE NUMBER OF GRADUATES PURSUING MORE ADVANCED KNOWLEDGE AND SKILLS DIRECTLY RELATED TO THE VOCATIONAL TRAINING ALREADY ACQUIRED. (WB)

**ED 016 810** **VT 003 300**

EDUCATION AND VOCATIONAL TRAINING OF TEC CLAIMANTS.

INDIANA STATE EMPLOYMENT SECUR. DIV., INDIANAPOLIS

PUB DATE AUG 63

EDRS PRICE MF-$0.25 HC-$1.08 25P.

DESCRIPTORS *EDUCATIONAL BACKGROUND, *UNEMPLOYED, *UNEMPLOYMENT INSURANCE, *VOCATIONAL EDUCATION, AGE, FAMILY STATUS, INDIANA, INDIVIDUAL CHARACTERISTICS, OCCUPATIONS, SEX (CHARACTERISTICS), UNEMPLOYMENT,

TO COLLECT INFORMATION CONCERNING THE PERSONAL CHARACTERISTICS, FAMILY STATUS, EDUCATION AND VOCATIONAL TRAINING, WORK HISTORY, AND UNEMPLOYMENT EXPERIENCE OF TEMPORARY EXTENDED UNEMPLOYMENT COMPENSATION (TEC) CLAIMANTS IN INDIANA, A QUESTIONNAIRE-INTERVIEW WAS ADMINISTERED TO A 5 PERCENT SAMPLE OF PERSONS FILING CLAIMS DURING 3 SELECTED WEEKS, SEPTEMBER 18-23, 1961, JANUARY 15-20, 1962, AND APRIL 16-21, 1962. A HIGH PROPORTION OF LONG DURATION CLAIMANTS AND PENSIONERS WAS REPRESENTED. PRIMARY EARNERS AND MARRIED SECONDARY EARNERS ACCOUNTED FOR 70 PERCENT OF ALL CLAIMANTS. THE CLAIMANTS HAD CONSIDERABLY LESS FORMAL EDUCATION THAN THE STATE'S RESIDENT POPULATION, ONLY ONE-THIRD HAVING FINISHED HIGH SCHOOL. ONE-FOURTH OF THE MALE CLAIMANTS COMPARED TO ALMOST ONE-HALF OF THE WOMEN CLAIMANTS FINISHED HIGH SCHOOL, BUT OVER 90 PERCENT OF THE CLAIMANTS UNDER AGE 25 ATTENDED HIGH SCHOOL. FOR BOTH MEN AND WOMEN, ONE CLAIMANT IN SIX HAD SOME VOCATIONAL TRAINING. THREE-FOURTHS OF THE MEN HAD BEEN TRAINED IN INDUSTRIAL OR SERVICE OCCUPATIONS AND THE SAME PROPORTION OF THE WOMEN IN CLERICAL OCCUPATIONS. YOUNG MEN SEEMED TO BE THE GROUP MOST RECEPTIVE TO VOCATIONAL TRAINING AND TO HAVE TRAINED IN FIELDS GENERALLY THOUGHT TO HAVE THE MOST PROMISE IN THE FUTURE. THERE WAS A DEFINITE ASSOCIATION BETWEEN LENGTH OF SCHOOLING AND WORK PATTERNS. CLAIMANTS, PARTICULARLY WOMEN, WITH THE LEAST SCHOOLING GENERALLY TENDED TO HAVE EXPERIENCED THE MOST UNEMPLOYMENT IN THE PAST 3 YEARS. (WB)

**ED 016 811** **VT 003 304**

*GARBIN, A.P. AND OTHERS*

PROBLEMS IN THE TRANSITION FROM HIGH SCHOOL TO WORK AS PERCEIVED BY VOCATIONAL EDUCATORS.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER RES-SER-20

PUB DATE OCT 67

EDRS PRICE MF-$0.50 HC-$3.36 82P.

DESCRIPTORS *ADJUSTMENT PROBLEMS, *VOCATIONAL ADJUSTMENT, *WORK ATTITUDES, EDUCATIONAL NEEDS, EMPLOYMENT QUALIFICATIONS, INDIVIDUAL CHARACTERISTICS, INSTRUCTIONAL MATERIALS, SURVEYS, TEACHER ATTITUDES, TEACHING METHODS, VOCATIONAL EDUCATION, VOCATIONAL EDUCATION TEACHERS, YOUTH EMPLOYMENT, YOUTH PROBLEMS,

A PART OF A LARGE PROJECT TO DEVELOP AND TEST SOLUTIONS TO ALLEVIATE SOME OF THE MOST CRUCIAL WORKER ADJUSTMENT PROBLEMS AND TO ENCOURAGE THE ADOPTION OF NEW INSTRUCTIONAL MATERIALS AND OTHER PROGRAMATIC SOLUTIONS, THIS STUDY EXPLORED THE FACTORS RELATED TO THE TRANSITION OF MODERN YOUTH FROM SCHOOL TO WORK WITH THE INTENTION OF IDENTIFYING SPECIFIC IMPEDIMENTS TO A SMOOTH AND LASTING ADJUSTMENT. THROUGH THE USE OF INTERVIEWS AND OPEN-ENDED QUESTIONNAIRES, A "PURPOSIVE" (NONRANDOM) SAMPLE OF 69 RESPECTED VOCATIONAL EDUCATORS FROM CITIES IN REPRESENTATIVE GEOGRAPHIC AREAS PROVIDED DATA IDENTIFYING SOCIAL AND PSYCHOLOGICAL PROBLEMS FACED BY YOUTH ADJUSTING TO THE WORK WORLD, THE SPECIFIC CURRICULUM MATERIALS AND OTHER DEVICES USED TO ALLEVIATE SOME OF THE MOST CRUCIAL PROBLEMS, AND ADDITIONAL SUGGESTIONS OR RECOMMENDATIONS. FROM AMONG 49 SPECIFIC WORKER ADJUSTMENT PROBLEMS IDENTIFIED, FOUR WERE CITED BY MORE THAN 40 PERCENT OF THE SAMPLE--(1) UNREALISTIC ASPIRATIONS AND EXPECTATIONS, (2) POOR ATTITUDES TOWARD WORK AND WORKING, (3) LACK OF RESPONSIBILITY, MATURITY, AND SELF-DISCIPLINE, AND (4) LACK OF KNOWLEDGE OF THE REAL DEMANDS OF WORK. RESPONDENTS PROVIDED ONLY AN INCOMPLETE AND SPARSE LIST OF MATERIALS AND METHODS CONSIDERED VALUABLE FOR CONTROLLING ADJUSTMENT PROBLEMS. FIELD TRIPS, EMPLOYER LECTURES AND SUPPLEMENTARY TEACHERS, AND SIMULATED WORK SHOPS WERE MENTIONED BY SEVERAL. SUGGESTIONS CONCERNED (1) DEVELOPING BOOKS, PAMPHLETS, PROJECTS, KITS, AND TESTS, (2) USING AUDIOVISUAL MATERIALS, AND (3) IMPROVING SERVICES, FACILITIES, PROGRAMS, AND CURRICULUMS. SINCE THE SEVERAL FINDINGS OF THIS STUDY WERE TENTATIVE AND SUGGESTIVE, FURTHER RESEARCH WAS RECOMMENDED. (ET)

**ED 016 812** **VT 003 368**

*LEE, SYLVIA L. AND OTHERS*

IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR PROGRAM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER RES-SER-19

PUB DATE OCT 67

EDRS PRICE MF-$0.50 HC-$3.28 80P.

DESCRIPTORS *VOCATIONAL EDUCATION, *WORKING WOMEN, ACADEMIC ACHIEVEMENT, BUSINESS EDUCATION, CHARTS, EMPLOYMENT STATISTICS, FEMALES, GRAPHS, HOME ECONOMICS EDUCATION, INDIVIDUAL CHARACTERISTICS, LABOR FORCE, NATIONAL DEMOGRAPHY, OCCUPATIONAL CLUSTERS, OFFICE OCCUPATIONS EDUCATION, PROGRAM DEVELOPMENT, TRADE AND INDUSTRIAL EDUCATION, WOMENS EDUCATION,

THE IMPLICATIONS OF WOMEN'S LABOR FORCE PARTICIPATION FOR EDUCATORS AND LEADERS PLANNING PROGRAMS IN VOCATIONAL AND TECHNICAL EDUCATION WERE DERIVED AT A 2-DAY CON-

FERENCE BY 30 PEOPLE REPRESENTING THE VARIOUS SERVICES IN VOCATIONAL-TECHNICAL EDUCATION AND RELATED AREAS. IMPLICATIONS AND RECOMMENDATIONS FOR VOCATIONAL AND TECHNICAL EDUCATION CONCERNED THE NEED FOR BETTER AND FASTER COMMUNICATION, THE NEED FOR RESEARCH UPON WHICH PREDICTIONS CAN BE BASED, AND THE NEED FOR RESOURCES SUCH AS GUIDANCE WORKERS, SPECIALISTS, CURRICULUM GUIDES, AND PREPARED EDUCATIONAL MEDIA MATERIALS. IN BUSINESS AND OFFICE EDUCATION AND DISTRIBUTIVE EDUCATION, THE IMPLICATIONS WERE RELATED TO (1) CRITERIA FOR PROGRAM DEVELOPMENT TO COORDINATE EFFORTS ACROSS VOCATIONAL SERVICE LINES, (2) PREPARATION OF TEACHERS ORIENTED TOWARD FLEXIBLE PROGRAMING, SENSITIVITY TO INDIVIDUAL STUDENTS, AND A BROAD OUTLOOK OF VOCATIONAL EDUCATION, AND (3) RESEARCH ON STANDARDS FOR OCCUPATIONAL PERFORMANCE AND EMPLOYABILITY. IMPLICATIONS FOR HEALTH OCCUPATIONS CONCERNED CRITERIA FOR PROGRAM DEVELOPMENT, STANDARDS OF CERTIFICATION FOR VARIOUS OCCUPATIONAL LEVELS, AND RESEARCH IN DEVELOPING PROGRAMS, CURRICULUMS, AND INSTRUCTIONAL MATERIALS. IN HOME ECONOMICS, IMPLICATIONS WERE RELATED TO DEVELOPING APPROPRIATE MATERIALS, METHODS, SUBJECT MATTER, AND SERVICES FOR JUNIOR AND SENIOR HIGH, COLLEGE, AND ADULT LEVELS OF EDUCATION. RECRUITING WOMEN FOR TECHNICAL EDUCATION PROGRAMS AND STUDYING POSSIBLE NEW TECHNICAL OCCUPATIONS, TECHNICAL EDUCATION PROGRAMS, AND JOB REQUIREMENTS WERE IMPLIED FOR TRADE AND INDUSTRIAL AND TECHNICAL EDUCATION. IMPLICATIONS FOR COUNSELING AND GUIDANCE WERE RELATED TO DEVELOPING IN STUDENTS REALISTIC SELF CONCEPTS AND A REALISTIC VIEW OF THE WORLD OF WORK. DEMOGRAPHIC DATA ARE PRESENTED IN 52 GRAPHS. A BIBLIOGRAPHY IS INCLUDED. (FP)

**ED 016 813** **VT 003 395**

*BARLOW, MELVIN L.* *SCHILL, WILLIAM J.*

THE ROLE OF THE PHYSICAL SCIENCES IN ELECTRICAL-ELECTRONIC TECHNOLOGY. PROGRESS REPORT.

CALIFORNIA UNIV., LOS ANGELES

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE 65

EDRS PRICE MF-$0.50 HC-$2.92 71P.

DESCRIPTORS *CURRICULUM PLANNING, *EDUCATIONAL NEEDS, *ELECTRONIC TECHNICIANS, *PHYSICAL SCIENCES, *SCIENTIFIC PRINCIPLES, CHEMISTRY, ELECTRICITY, ELECTRONICS, JOB SKILLS, PHYSICS, TECHNICAL EDUCATION,

TO DETERMINE THE RELATIVE IMPORTANCE OF CHEMISTRY AND PHYSICS FOR INSTRUCTION IN ELECTRICAL AND ELECTRONIC TECHNOLOGY, 51 TECHNICAL WORKERS, 51 JUNIOR COLLEGE INSTRUCTORS, AND 11 EXPERTS RATED 240 SCIENTIFIC PRINCIPLES AS TO THEIR VALUE IN A TECHNICIAN'S WORK. THE THREE GROUPS AGREED ON THE RANK ORDER OF 15 TOPICS--(1) CURRENT ELECTRICITY, (2) STATIC ELECTRICITY, (3) MAGNETISM, (4) ATOMIC ENERGY AND RADIATION, (5) SOUND, (6) THE MECHANICS OF SOLIDS, (7) THE STRUCTURE OF MATTER, (8) LIGHT, (9) HEAT, (10) THE MECHANICS OF GASES, (11) THE MECHANICS OF LIQUIDS, (12) THE CHEMICAL NATURE OF MATTER, (13) THE GENERAL PROPERTIES OF ENERGY AND MATTER, (14) IONS IN SOLUTIONS, AND (15) SOLUTIONS AND COLLOIDS. THE APPENDIX GIVES THE RANK ORDER OF MAJOR TOPICS AND OF ITEMS WITHIN THOSE TOPICS AND THE RANK ORDER OF ITEMS WITHIN THE WHOLE LIST. IT WAS CONCLUDED THAT A RANKING OF TOPICS FOR GENERAL EDUCATION WAS NOT SUITABLE FOR SPECIFIC OCCUPATIONAL COURSE PLANNING. (EM)

**ED 016 814** **VT 003 397**

*JAKUBAUSKAS, EDWARD B.*

FIRST ANNUAL REPORT, 7-1-66 TO 5-31-67.

IOWA STATE UNIV. OF SCIENCE AND TECH., AMES

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-$0.25 HC-$2.20 53P.

DESCRIPTORS *LABOR ECONOMICS, *MANPOWER DEVELOPMENT, *RESEARCH PROJECTS, GRADUATE STUDY, IOWA, LEADERSHIP QUALITIES, LEADERSHIP TRAINING, OCCUPATIONAL SURVEYS, PROGRAM DESCRIPTIONS, REGIONAL PROGRAMS,

SUPPORTED BY A MANPOWER INSTITUTIONAL GRANT, THE CENTER'S PURPOSES WERE TO (1) CONDUCT BASIC MANPOWER RESEARCH OF REGIONAL AND NATIONAL SIGNIFICANCE, (2) DEVELOP A SUPPLY OF SCHOLARS IN MANPOWER, (3) UPDATE SKILLS OF SCHOLARS AND PRACTITIONERS THROUGH WORKSHOPS AND INSTITUTES, AND (4) DEVELOP AND MAINTAIN A CLEARINGHOUSE OF RESEARCH AND TO DISSEMINATE RESEARCH RESULTS. SIXTY COLLEGES AND UNIVERSITIES AGREED TO COOPERATE IN DEVELOPING RESEARCH AND EDUCATION PROGRAMS IN THE MANPOWER FIELD. A REGIONAL CONFERENCE ON HUMAN RESOURCE S DEVELOPMENT WAS HELD AND A SUMMER MANPOWER RESEARCH INSTITUTE FOR UPGRADING THE SKILLS OF PARTICIPANTS INVOLVED IN MANPOWER RESEARCH WAS PLANNED. A REGIONAL CLEARINGHOUSE FOR MANPOWER PUBLICATIONS AND RESEARCH IN PROGRESS WAS STARTED AND A NUMBER OF RESEARCH PUBLICATIONS WERE DISSEMINATED. MAJOR RESEARCH ACTIVITIES WERE (1) A COMPREHENSIVE STUDY OF THE HEALTH MANPOWER NEEDS OF NONMETROPOLITAN AREAS, FOCUSED UPON TRAINING, WORKING CONDITIONS, AND JOB RESTRUCTURING, (2) A STUDY OF THE COMPONENTS OF EFFECTIVE SUPERVISION, MANAGERIAL STYLES, AND OTHER INDUSTRY VARIABLES RELATED TO JOB SATISFACTION AND WORK EFFECTIVENESS, AND (3) A PERIODIC SURVEY OF JOB VACANCIES IN IOWA INDUSTRY DEVELOPED IN COOPERATION WITH STATE AGENCIES. FOUR GRADUATE ASSISTANTSHIPS IN ECONOMICS AND TWO IN SOCIOLOGY WERE PROVIDED. DETAILED INFORMATION RELATIVE TO THE STAFF, RESEARCH ACTIVITIES, THE GRADUATE PROGRAM, AND PUBLICATIONS IS GIVEN. (EM)

**ED 016 815** **VT 003 399**

*MILLER, AARON J.*

RESEARCH PRIORITIES IN TECHNICAL TEACHER EDUCATION, A PLANNING MODEL.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER RES-SER-18

PUB DATE OCT 67

EDRS PRICE MF-$0.25 HC-$2.32 56P.

DESCRIPTORS *MODELS, *PROGRAM PLANNING, *RESEARCH NEEDS, *TEACHER EDUCATION, *TECHNICAL EDUCATION, BIBLIOGRAPHIES, EDUCATIONAL PROBLEMS, EDUCATIONAL RESEARCH, LITERATURE REVIEWS, TEACHER EVALUATION, TEACHER RECRUITMENT, TEACHER ROLE, TEACHER SELECTION, VOCATIONAL EDUCATION TEACHERS,

THIS RESEARCH AND DEVELOPMENT MODEL WAS AN OUTGROWTH OF A TECHNICAL EDUCATION RESEARCH PLANNING CONFERENCE OF BUSINESS, INDUSTRY, GOVERNMENT AND EDUCATION REPRESENTATIVES TO IDENTIFY SOME OF THE CRITICAL PROBLEMS WHICH SEEM TO BE IMPEDING THE GROWTH OF TECHNICAL EDUCATION AND TO SUGGEST RESEARCH AND DEVELOPMENT PRIORITIES FOR A MORE UNIFIED NATIONAL RESEARCH EFFORT TOWARD SOLUTIONS. MANY OF THE NUMEROUS PROBLEMS IDENTIFIED FOCUSED ON THE AREA OF TECHNICAL TEACHER EDUCATION. AS A STRUCTURE FOR ANALYZING THE SYSTEM OF TECHNICAL TEACHER EDUCATION, FOUR OF ITS ASPECTS, THE ROLE, SELECTION AND RECRUITMENT, TRAINING PROGRAMS, AND EVALUATION OF TECHNICAL TEACHERS, WERE EXAMINED BY IDENTIFYING QUESTIONS RELEVANT TO PROBLEM SOLUTIONS AND REVIEWING THE LITERATURE PERTINENT TO THE QUESTIONS. SOME RESEARCH AND DEVELOPMENT ACTIVITIES CONSIDERED WORTHY OF STUDY WERE (1) IDENTIFYING FACTORS RELATED TO THE CAREER CHOICE OF TECHNICAL TEACHERS, (2) RECRUITING TECHNICAL TEACHERS FROM INDUSTRY, (3) DEVELOPING PROGRAMS TO MEET POTENTIAL TECHNICAL TEACHER TRAINING NEEDS, (4) DEVELOPING A TEACHING ASSOCIATE PROGRAM, (5) ANALYZING THE ACTIVITIES OF TECHNICAL TEACHERS, (6) DEVELOPING AN INSERVICE INTERNSHIP PROGRAM, (7) FORMING A COOPERATIVE WORK-EXPERIENCE TEAM, (8) USING VIDEO TAPE FOR INSERVICE TRAINING, (9) TESTING THE EFFECTIVENESS OF TEACHER PARTICIPATION IN PROFESSIONAL ACTIVITIES, AND (10) DETERMINING EMPLOYMENT CRITERIA FOR TECHNICAL EDUCATION TEACHERS. A BIBLIOGRAPHY OF THE LITERATURE REVIEWED AND ADDITIONAL REFERENCES ARE PROVIDED. (HC)

**ED 016 816** **VT 003 503**

INDUSTRIAL RADIOGRAPHY COURSE, INSTRUCTORS' GUIDE. VOLUME 2.

X

PUB DATE 67

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. 110P.

DESCRIPTORS *RADIATION, *RADIOGRAPHERS, *RESOURCE MATERIALS, *TRADE AND INDUSTRIAL EDUCATION, TECHNICAL EDUCATION,

INFORMATION RELATIVE TO THE LESSON PLANS IN "INDUSTRIAL RADIOGRAPHY COURSE, INSTRUCTOR'S GUIDE, VOLUME I" (VT 003 565) IS PRESENTED ON 52 INFORMATION SHEETS INCLUDING THE SUBJECTS SHIELDING EQUATIONS AND LOGARITHMS, METAL PROPERTIES, FIELD TRIP INSTRUCTIONS FOR STUDENTS, WELDING SYMBOLS AND SIZES, SAMPLE REPORT FORMS, AND TYPICAL SHIPPING CONTAINER. THE SHEETS WERE PREPARED BY THE ENGINEERING EXTENSION SERVICE, TEXAS AGRICULTURAL AND MECHANICAL UNIVERSITY, COLLEGE STATION, TEXAS. THEY ARE FOR INSTRUCTOR USE AT THE POST-SECONDARY LEVEL WITH STUDENTS HAVING COURSES IN MATHEMATICS, CHEMISTRY, AND PHYSICS OR FORMAL TRAINING AS INDUSTRIAL OR MEDICAL X-RAY

TECHNICIANS. THE SHEETS CAN BE DUPLICATED FOR CLASS DISTRIBUTION, OR THEY CAN BE PROJECTED. THEY ARE ILLUSTRATED WITH PHOTOGRAPHS, LINE DRAWINGS, AND TABLES. A BIBLIOGRAPHY OF BOOKS AND FILMS, AND A GLOSSARY ARE INCLUDED. (EM)

**ED 016 817** **VT 003 519**
*MORSCH, WILLIAM C.* *GRIEST, JEANNE*
**OCCUPATION EDUCATION REQUIREMENTS ANALYSIS.**
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)
REPORT NUMBER TN-47
PUB DATE 12 DEC 67
**EDRS PRICE MF-$0.25 HC-$1.72 41P.**

DESCRIPTORS *EDUCATIONAL PLANNING, *EMPLOYMENT PROJECTIONS, *VOCATIONAL EDUCATION, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, LABOR MARKET, O.E.R.A, SYSTEMS DEVELOPMENT,

THE OCCUPATIONAL EDUCATION REQUIREMENTS ANALYSIS (OERA) SYSTEM IS A RESEARCH EFFORT DESIGNED TO DEVELOP A FEASIBLE METHOD OF PROJECTING VOCATIONAL EDUCATION REQUIREMENTS THAT WILL SATISFY LABOR MARKET NEEDS. THE OUTPUTS OF THE OERA WILL BE ANNUAL PROJECTIONS OF EMPLOYMENT DEMANDS IN OCCUPATIONS CLASSIFIED BY VOCATIONAL EDUCATION PROGRAMS. THESE WILL REPRESENT THE NUMBER OF EMPLOYEES NEEDED IN POSITIONS FOR WHICH THAT TYPE OF VOCATIONAL PREPARATION WOULD HAVE EQUIPPED THEM RATHER THAN THE NUMBER OF EMPLOYEES WHO WILL HAVE RECEIVED THE VOCATIONAL PREPARATION. THE OERA SYSTEM CONSISTS OF A THREE-STEP PROCESS--(1) IT ASSUMES EMPLOYMENT PROJECTIONS TO A TARGET YEAR FOR EACH OF A NUMBER OF ECONOMIC SECTORS, (2) IT ASSUMES HAVING INFORMATION ON THE PROPORTION OF TOTAL EMPLOYMENT IN EACH ECONOMIC SECTOR WITH THE SELECTED TYPES OF EDUCATIONAL PREPARATION, AND (3) THE END RESULT IS OBTAINED BY MULTIPLYING EMPLOYMENT, SECTOR-BY-SECTOR, IN THE SPECIFIED STATE OR LOCALITY BY THESE PROPORTIONS AND SUMMARIZING BY THE TYPE OF EDUCATION. PRELIMINARY COMPUTER RUNS HAVE PROVIDED DATA THAT ARE INDICATIVE OF FUTURE POSSIBILITIES ONLY, RATHER THAN SUITABLE FOR CURRENT USE FOR PLANNING PURPOSES. A CLASSIFICATION OF ECONOMIC SECTORS AND A DESCRIPTION OF THE COBOL AND FORTRAN COMPUTER PROGRAMS ARE INCLUDED. (MM)

**ED 016 818** **VT 003 522**
*MORSCH, WILLIAM C.*
**A TECHNIQUE FOR PROJECTION OF OCCUPATIONAL-EDUCATIONAL REQUIREMENTS FOR STATE EDUCATIONAL PLANNING AREAS.**
NATIONAL CENTER FOR EDUCATIONAL STATISTICS (DHEW)
REPORT NUMBER TN-7
PUB DATE 18 NOV 66
**EDRS PRICE MF-$0.25 HC-$0.80 18P.**

DESCRIPTORS *EDUCATIONAL NEEDS, *EDUCATIONAL PLANNING, *EMPLOYMENT PROJECTIONS, *OCCUPATIONAL CLUSTERS, *VOCATIONAL EDUCATION, EMPLOYMENT TRENDS, METHODOLOGY, METROPOLITAN AREAS, STATE PROGRAMS, STATISTICAL ANALYSIS,

THE OBJECTIVE OF THE OCCUPATIONAL-EDUCATIONAL REQUIREMENTS PROJECTION SYSTEM IS TO PROVIDE LONG-RANGE (10-YEAR) PROJECTIONS OF EDUCATIONAL NEEDS BASED ON ANTICIPATED LEVELS OF INDUSTRIAL EMPLOYMENT. THE SYSTEM WILL BE USED BY THE BUREAU OF ADULT AND VOCATIONAL EDUCATION AND THE BUREAU OF HIGHER EDUCATION IN SELECTING PROGRAMS TO BE DEVELOPED OR PHASED OUT. AS A BASIS FOR PROJECTING EDUCATIONAL NEEDS, PHASE ONE OF THE PROGRAM WILL USE EMPLOYMENT PROJECTIONS FOR OCCUPATIONAL AREAS WHERE AGRICULTURAL, DISTRIBUTIVE, HEALTH OCCUPATIONS, HOME ECONOMICS, OFFICE OCCUPATIONS, TECHNICAL, AND TRADE AND INDUSTRIAL EDUCATION WOULD HAVE EQUIPPED PERSONS FOR JOBS. THESE EMPLOYMENT PROJECTIONS, PREPARED BY THE NATIONAL PLANNING ASSOCIATION, ARE BY STATE AND 82 SEPARATE METROPOLITAN REGIONS FOR THE YEARS 1970 AND 1975. METROPOLITAN AREAS WITHIN A STATE WILL BE USED AS EDUCATIONAL PLANNING AREAS AND THE REMAINDER OF THE STATE AS SEPARATE PLANNING AREA. EMPLOYMENT PROJECTIONS WILL BE ALLOCATED AMONG OCCUPATIONS ACCORDING TO COEFFICIENTS PRODUCED FROM THE 1960 CENSUS. FOR EDUCATIONAL PLANNING PURPOSES, THESE EMPLOYMENT REQUIREMENTS MUST BE CONVERTED TO EDUCATIONAL EQUIVALENTS. THIS IS TO BE DONE WITH A CONVERSION MATRIX WHICH WILL MATCH EACH CENSUS OCCUPATION TO A STANDARDIZED EDUCATIONAL CATEGORY. A CONTINUING LIAISON WITH THE BUREAUS OF ADULT AND VOCATIONAL AND HIGHER EDUCATION IS PLANNED TO INSURE THAT THE SYSTEM WILL BE RESPONSIVE TO THEIR OPERATING REQUIREMENTS. (HC)

**ED 016 819** **VT 003 523**
**VOCATIONAL EDUCATION IN COLORADO, LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY.**
COLORADO STATE GENERAL ASSEMBLY, DENVER
REPORT NUMBER RES-PUB-118
PUB DATE NOV 66
**EDRS PRICE MF-$0.50 HC-$4.64 114P.**

DESCRIPTORS *FEDERAL PROGRAMS, *HIGH SCHOOLS, *POST SECONDARY EDUCATION, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, APPRENTICESHIPS, COLORADO, CURRICULUM, EDUCATIONAL FINANCE, JUNIOR COLLEGES, STATE SURVEYS, STUDENT ENROLLMENT,

THE COUNCIL'S COMMITTEE ON VOCATIONAL EDUCATION, CREATED IN 1965 TO STUDY THE COLORADO LAWS PERTAINING TO VOCATIONAL EDUCATION AND YOUTH EMPLOYMENT, REVIEWED PUBLICLY SUPPORTED VOCATIONAL EDUCATION PROGRAMS, THE STATE BOARD FOR VOCATIONAL EDUCATION, AND LOCAL AND FEDERAL NONSCHOOL PROGRAMS TO DEVELOP AN INVENTORY OF VOCATIONAL EDUCATION IN COLORADO. NO SINGLE AGENCY HAD BEEN IN A POSITION TO DEVELOP OVERALL VOCATIONAL EDUCATION POLICY AFFECTING ALL PROGRAMS. THERE WAS A LACK OF ADEQUATE OCCUPATIONAL EDUCATION OPPORTUNITY ESPECIALLY IN THE PUBLIC SCHOOLS AND POST-SECONDARY INSTITUTIONS. THE GUIDANCE COUNSELORS IN PUBLIC SCHOOLS FREQUENTLY LACKED THE NECESSARY OCCUPATIONAL ORIENTATION. THE SECONDARY SCHOOLS WERE WELL SUITED FOR OFFERING BASIC EXPLORATORY AND INTRODUCTORY OCCUPATIONAL EDUCATION, BUT FELT THE TERMINAL-TYPE OCCUPATIONAL PROGRAMS SHOULD BE LARGELY POST-SECONDARY IN NATURE. THE RECOMMENDATIONS FOR LEGISLATIVE ACTION INCLUDED (1) INCREASED STATE SUPPORT FOR SECONDARY SCHOOL OCCUPATIONAL PROGRAMS, (2) STATE SUPPORT FOR OCCUPATIONAL GUIDANCE AND COUNSELING IN THE SECONDARY SCHOOLS, (3) INCREASED EMPHASIS ON POST-SECONDARY OCCUPATIONAL PROGRAMS, PARTICULARLY IN THE JUNIOR COLLEGES, (4) THE EXPANSION OF THE APPRENTICESHIP PROGRAM, AND (5) THE ESTABLISHMENT OF A NEW BOARD CONTROLLING BOTH JUNIOR COLLEGE AND OCCUPATIONAL EDUCATION PROGRAM. (HC)

**ED 016 820** **VT 003 538**
*CHRISTENSEN, MAYNARD* *CLARK, RAYMOND M.*
**VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE AGRICULTURAL-CHEMICAL INDUSTRY IN MICHIGAN.**
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.
PUB DATE 65
**EDRS PRICE MF-$0.25 HC-$0.68 15P.**

DESCRIPTORS *AGRICULTURAL CHEMICAL OCCUPATIONS, *EDUCATIONAL PROGRAMS, *EMPLOYMENT QUALIFICATIONS, *JOB SKILLS, AGRICULTURAL EDUCATION, AGRICULTURAL SKILLS, MICHIGAN, PROGRAM DEVELOPMENT, SURVEYS,

THIS STUDY WAS CONDUCTED TO DETERMINE THE VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT BELOW THE MANUFACTURING LEVEL IN THE AGRICULTURAL-CHEMICAL INDUSTRY IN MICHIGAN. NINE FUNCTIONS PERFORMED IN THE INDUSTRY WERE LISTED--RESEARCH, TRANSPORTATION, PROCESSING, PUBLIC RELATIONS, SALES, SERVICE, OFFICE RECORDS AND MANAGEMENT, MAINTENANCE, AND PURCHASING. COMPETENCIES NECESSARY FOR THE SUCCESSFUL PERFORMANCE OF EACH FUNCTION WERE COMPILED AND CHECKED BY AGRICULTURAL-CHEMICAL INDUSTRY REPRESENTATIVES AND MICHIGAN STATE UNIVERSITY STAFF MEMBERS CLOSELY ASSOCIATED WITH THE INDUSTRY. SELECTED REPRESENTATIVES OF THE AGRICULTURAL-CHEMICAL INDUSTRY RATED THE IMPORTANCE OF THESE COMPETENCIES ON A FOUR-POINT SCALE WITH FOUR BEING THE HIGHEST RATING. SOME COMPETENCIES GIVEN HIGH MEAN RATINGS WERE (1) USING MANY BASIC SKILLS REQUIRED FOR TESTING AGRICULTURAL-CHEMICAL MATERIALS, (2) RECOMMENDING PROCEDURES FOR REDUCING TRANSPORTATION COSTS AND INCREASING EFFICIENCY, (3) UNDERSTANDING AND INTERPRETING FEDERAL AND STATE HEALTH REGULATIONS REGARDING LABELING AND USING AGRICULTURAL CHEMICALS, (4) ASSISTING FARMERS IN PLANNING PROGRAMS FOR CONTROL OF INSECTS, PARASITES, AND WEEDS, AND (5) KEEPING ABREAST OF DEVELOPING TRENDS, NEW DEVELOPMENTS, AND NEW FARM TECHNOLOGY. IT WAS CONCLUDED THAT OCCUPATIONAL EXPERIENCE IS A NECESSARY PART OF ANY VOCATIONAL TRAINING PROGRAM AND THAT TRAINING PROGRAMS CAN BE DEVELOPED TO PREPARE WORKERS FOR EMPLOYMENT IN THE AGRICULTURAL-CHEMICAL INDUSTRY AT ANY LEVEL. (WB)

**ED 016 821** VT 003 577
*MAXWELL, ROBERT HAWORTH*
**COMPETENCIES IN AGRICULTURE NEEDED BY MALES EMPLOYED IN WHOLESALE FARM MACHINERY DISTRIBUTION.**
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE SEP 64
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**

DESCRIPTORS *AGRICULTURAL MACHINERY OCCUPATIONS, *AGRICULTURAL SKILLS, *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, IOWA, JOB ANALYSIS, OCCUPATIONAL SURVEYS, SURVEYS,

LISTS OF 39 AGRICULTURAL AND 37 NONAGRICULTURAL COMPETENCIES, ABILITIES, AND UNDERSTANDINGS NEEDED BY MALES EMPLOYED IN WHOLESALE FARM MACHINERY DISTRIBUTION WERE DEVELOPED BY 18 SELECTED EMPLOYEES OF WHOLESALE FARM MACHINERY FIRMS AND SENT IN QUESTIONNAIRE FORM TO 180 EMPLOYEES OF WHOLESALE FARM MACHINERY FIRMS THAT WERE COOPERATING MEMBERS OF THE IOWA EQUIPMENT CLUB IN DES MOINES, IOWA. EACH EMPLOYEE RATED THE DEGREE TO WHICH THE COMPETENCY WAS NEEDED IN THE JOB AND THE DEGREE TO WHICH HE POSSESSED THE COMPETENCY. TO DETERMINE PRESENT AND FUTURE EMPLOYMENT OPPORTUNITIES, AN ADDITIONAL FORM WAS SENT TO 16 BRANCH OR OFFICE FIRM MANAGERS. SOME FINDINGS WERE--(1) OF THE 145 EMPLOYEES RESPONDING, 73.8 PERCENT WORKED FOR MAJOR COMPANIES WITH COMPLETE LINES OF MACHINERY, 17.9 PERCENT FOR MAJOR COMPANIES WITH INCOMPLETE LINES OF MACHINERY, AND 8.3 PERCENT FOR SHORT LINE COMPANIES, (2) NEARLY ONE-HALF OF THE RESPONDENTS WERE EMPLOYED IN SALES, AND ABOUT ONE-FOURTH IN PARTS AND SERVICE AREAS. AGRICULTURAL COMPETENCIES HAVING THE HIGHEST MEAN RATING WERE IN THE ABILITY TO CONDUCT AGRICULTURAL TRAINING SESSIONS FOR OTHERS, (2) THE UNDERSTANDING OF AGRICULTURAL ECONOMICS AND THE FARM ECONOMY, (3) THE UNDERSTANDING OF FARMERS CREDIT SOURCES, (4) THE UNDERSTANDING OF NEW IDEAS AND TRENDS IN FARM OPERATION, AND (5) THE UNDERSTANDING OF MACHINE CAPABILITIES. THE MOST IMPORTANT NONAGRICULTURAL COMPETENCIES WERE (1) THE ABILITIES TO FOLLOW INSTRUCTIONS ACCURATELY, MAKE DECISIONS BASED ON FACTUAL AND OBJECTIVE REASONING, AND ACCEPT RESPONSIBILITY, AND (2) THE UNDERSTANDINGS OF PERSONAL DISCIPLINE AND SALESMANSHIP. EMPLOYMENT HAD INCREASED BY 5 PERCENT BETWEEN 1958 AND 1963 BUT WAS EXPECTED TO DECREASE BY 1.2 PERCENT BY 1968. THE ESTIMATED ANNUAL EMPLOYEE REPLACEMENT NEED IN THE WHOLESALE FARM MACHINERY DISTRIBUTION IN THE IOWA AREA WAS SEVEN PERSONS. THE RESULTS IMPLIED THAT--FARM BACKGROUND, AGE, AND YEARS OF VOCATIONAL AGRICULTURE DID NOT HAVE A STRONG INFLUENCE ON EMPLOYMENT AS A MANAGER IN WHOLESALE FARM EQUIPMENT DISTRIBUTION, AND SECONDARY VOCATIONAL PROGRAMS SHOULD CONSIDER INCLUDING MANAGER, SALES, PARTS AND SERVICE, AND ACCOUNTING AND CLERICAL TRAINING. (WB)

**ED 016 822** VT 003 581
*MCCLELLAND, JOHN B.*
**A SUMMARY OF STUDIES IN ACHIEVEMENT OF VOCATIONAL AGRICULTURE GRADUATES IN COLLEGE.**
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE 65
**EDRS PRICE MF-$0.25 HC-$1.80 43P.**

DESCRIPTORS *ACADEMIC ACHIEVEMENT, *COLLEGES, *HIGH SCHOOL GRADUATES, *LEADERSHIP, *VOCATIONAL AGRICULTURE, AGRICULTURAL COLLEGES, BIBLIOGRAPHIES, EDUCATIONAL RESEARCH, GRADUATE SURVEYS, RESEARCH REVIEWS (PUBLICATIONS),

TWENTY-SEVEN STUDIES ARE INCLUDED IN THIS SYNTHESIS OF RESEARCH ON THE APPROPRIATENESS OF HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS GOING ON TO AGRICULTURAL COLLEGES. MOST OF THE STUDIES INVOLVED STATISTICAL SIGNIFICANCE TREATMENT. THE STUDIES ARE ORGANIZED INTO SECTIONS--(1) COMPREHENSIVE, (2) ACHIEVEMENT IN LEADERSHIP ACTIVITIES, (3) SCHOLASTIC ACHIEVEMENT IN VARIOUS COLLEGES, (4) OVERALL SCHOLASTIC ACHIEVEMENT IN COLLEGES OF AGRICULTURE, AND (5) ACHIEVEMENT IN BASIC SCIENCE COURSES, AGRICULTURAL ENGINEERING COURSES, AND OTHER AREAS OF TECHNICAL AGRICULTURE SUCH AS POULTRY SCIENCE, THE DAIRY INDUSTRY, ANIMAL SCIENCE, AND AGRONOMY. THE SIGNIFICANCE OF THE FINDINGS RELATIVE TO ENROLLMENT, EDUCATION, EMPLOYMENT, AND COLLEGE ACHIEVEMENT IS DISCUSSED. FORMER STUDENTS OF VOCATIONAL AGRICULTURE DO AS WELL OR BETTER THAN THOSE WITHOUT VOCATIONAL AGRICULTURE IN AGRICULTURAL COLLEGES. THERE WAS SOME INDICATION THAT VOCATIONAL AGRICULTURE STUDENTS WHO TOOK LESS THAN THE AVERAGE AMOUNT OF SCIENCE AND MATHEMATICS IN HIGH SCHOOL HAD MORE DIFFICULTY IN SOME BEGINNING COLLEGE COURSES THAN THOSE WHO TOOK MORE THAN THE AVERAGE AMOUNT. HOWEVER, THE STUDENTS WHO HAD VOCATIONAL AGRICULTURE IN HIGH SCHOOL DID BETTER IN SOME BEGINNING COLLEGE AGRICULTURAL COURSES AND BOTANY. VOCATIONAL AGRICULTURE GRADUATES SEEMED TO PARTICIPATE MORE IN LEADERSHIP ACTIVITIES IN COLLEGE AND RURAL COMMUNITIES THAN NONVOCATIONAL AGRICULTURE GRADUATES. (JM)

**ED 016 823** VT 003 689
*NANGLE, GRACE L.*
**HEALTH OCCUPATIONS EDUCATION CENTERS, REPORT OF A SEMINAR (JULY 11-14, 1966).**
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER RES-SER-9
PUB DATE OCT 67
**EDRS PRICE MF-$0.50 HC-$2.92 71P.**

DESCRIPTORS *HEALTH OCCUPATIONS CENTERS, *HEALTH OCCUPATIONS EDUCATION, *INTERDISCIPLINARY APPROACH, *TECHNICAL EDUCATION, COMMUNITY COLLEGES, EDUCATIONAL RESEARCH, INTERAGENCY PLANNING, NURSES, POST SECONDARY EDUCATION, PROGRAM PLANNING, REGIONAL PLANNING, SEMINARS, TEACHER EDUCATION,

ONE HUNDRED THIRTY-SIX VOCATIONAL EDUCATION SUPERVISORS, ADMINISTRATORS, TEACHERS, REPRESENTATIVES OF PROFESSIONAL ASSOCIATIONS, AND STAFF MEMBERS OF THE LABOR DEPARTMENT AND DEPARTMENT OF HEALTH, EDUCATION AND WELFARE ATTENDED A NATIONAL SEMINAR DESIGNED TO ASSIST LEADERS IN THE EDUCATIONAL AND HEALTH COMMUNITIES TO CONSIDER THE CONCEPT OF CENTERS FOR HEALTH OCCUPATIONS EDUCATION. THIS APPROACH TO EDUCATION FOR DIVERSE CAREERS IN THE HEALTH SERVICES RECOGNIZES THAT SOME COMMON UNDERSTANDINGS ARE REQUIRED BY ALL HEALTH WORKERS, THAT INTERDISCIPLINARY TEACHING IS POSSIBLE, THAT CENTRALIZED EQUIPMENT AND SERVICES COULD BE AVAILABLE TO ALL THE STUDENTS, AND THAT THE EDUCATIONAL EFFORT COULD BE IN A SETTING WHICH PERCEIVES THE RELATIONSHIP AMONG THE VARIOUS KINDS OF PREPARATION RATHER THAN THE SEPARATENESS OF EACH COURSE. STRUCTURED AROUND PRESENTATIONS BY LEADERS WHO HAD ALREADY BEGUN TO EXPLORE OR ORGANIZE CENTERS, THE PROGRAM INCLUDED DISCUSSION OF THE PHYSICAL CHARACTERISTICS OF A CENTER, REGIONAL PLANNING, PUBLIC RELATIONS, RESEARCH, POTENTIALS FOR BETTER TEACHING METHODS, TEACHER TRAINING, AND CONTROL OF PROGRAM QUALITY. DISCUSSION GROUPS RECOMMENDED THE DEVELOPMENT OF HEALTH OCCUPATIONS EDUCATION CENTERS TO PROMOTE EDUCATION IN AN AREA OF GREAT NEED, INCREASE THE PUBLIC'S KNOWLEDGE ABOUT TRAINING AND EMPLOYMENT OPPORTUNITIES, POOL PROFESSIONAL TALENT, AND WELD TOGETHER PROFESSIONAL AND NONPROFESSIONAL INTERESTS. OTHER RECOMMENDATIONS WERE TO DEVELOP GUIDELINES FOR CENTER DEVELOPMENT, DISSEMINATE RESEARCH AND CURRICULUM MATERIALS, AND HOLD BIENNIAL FOLLOWUP MEETINGS. PRESENTATIONS OF CONFERENCE SPEAKERS ARE INCLUDED. (JK)

**ED 016 824** VT 003 702
*ROSENFELD, MICHAEL*
**AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.**
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
PUB DATE SEP 67
**EDRS PRICE MF-$1.00 HC-$8.44 209P.**

DESCRIPTORS *AREA VOCATIONAL SCHOOLS, *EDUCATIONAL OBJECTIVES, *EVALUATION TECHNIQUES, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, CURRICULUM EVALUATION, GREENE JOINT VOCATIONAL SCHOOL, QUESTIONNAIRES,

THE PURPOSES OF THIS PROJECT WERE TO (1) DEVELOP A SET OF OBJECTIVES WHICH ACCURATELY REFLECTED THE TASKS THE SCHOOL WOULD LIKE TO ATTEMPT AND THE OUTCOMES NEEDED IN ORDER TO VIEW THE SCHOOL AS SUCCESSFUL, AND (2) DEVELOP A SET OF INSTRUMENTS AND A PLAN FOR GATHERING DATA WHICH WOULD ALLOW THE STAFF TO EVALUATE AND DETERMINE THE ACHIEVEMENT OF EACH OF THEIR OBJECTIVES. THE PLAN WAS DESIGNED TO BE CARRIED OUT BY THE SCHOOL STAFF WITH MINIMAL ASSISTANCE FROM OUTSIDE SPECIALISTS. GREENE JOINT VOCATIONAL SCHOOL OBJECTIVES, AS SET FORTH BY THE SCHOOL STAFF, ARE GROUPED ACCORDING TO THE ELEMENT THEY ARE INTENDED TO SERVE--STUDENTS, FEEDER SCHOOLS, ADULTS, STAFF, EMPLOYERS, AND COMMUNITY.

FOR EACH OBJECTIVE, THERE IS A LIST OF DATA TO BE COLLECTED, WITH THE SOURCE IDENTIFIED. DATA SUMMARY SHEETS IDENTIFY THE ITEMS TO BE USED TO ASSESS EACH OBJECTIVE. AN EVALUATION PLAN CONTAINS A DESCRIPTION AND EXPLANATION OF THE MANNER IN WHICH THE ASSESSMENT ITEMS CAN BE USED AND SPECIFIES WHO SHOULD FILL OUT THE ITEM, THE TIME IT SHOULD BE ADMINISTERED, THE INDIVIDUAL RESPONSIBLE FOR SUMMARIZING THE DATA, AND THE ACTION TO BE TAKEN. EVALUATION FORMS TO BE COMPLETED BY STUDENTS, GRADUATES, ADULT GRADUATES, EMPLOYERS, STAFF, AND COMMUNITY GROUPS ARE INCLUDED. COPIES OF DATA SUMMARY SHEETS AND EVALUATION FORMS ARE INCLUDED. (MM)

**ED 016 825** VT 003 703

*RICHMAN, ROBERT W.*

**STUDY OF AGRICULTURALLY RELATED OCCUPATIONS IN SELECTED COUNTIES OF IDAHO.**

IDAHO OCCUPATIONAL RESEARCH COORDINATING UNIT

PUB DATE OCT 67

CONTRACT OEC-5-85-118

**EDRS PRICE MF-$0.50 HC-$2.84 69P.**

DESCRIPTORS *EMPLOYMENT OPPORTUNITIES, *OCCUPATIONAL SURVEYS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, AGRICULTURAL SKILLS, BUSINESS, EDUCATIONAL NEEDS, IDAHO,

OVER 700 INTERVIEWS OF AGRICULTURAL BUSINESSES WERE CONDUCTED IN BONNEVILLE, BANNOCK, LATAH, CANYON, GEM, AND PAYETTE COUNTIES TO IDENTIFY AGRICULTURALLY RELATED OCCUPATIONS AND VOCATIONAL AGRICULTURE NEEDS. THE BUSINESSES WERE CLASSIFIED INTO FOUR GROUPS RANGING FROM HIGHLY RELATED TO AGRICULTURE TO NONAGRICULTURAL. WITHIN EACH BUSINESS, EACH SPECIFIC OCCUPATION WAS RATED AS TO WHETHER AN AGRICULTURAL BACKGROUND WAS NECESSARY OR ONLY DESIRABLE. SOME FINDINGS WERE--(1) APPROXIMATELY 25 DISTINCT TYPES OF BUSINESSES WERE IDENTIFIED AS HIGHLY RELATED TO AGRICULTURE, (2) ABOUT AN EQUAL NUMBER WERE CONSIDERED STRONGLY SUPPORTIVE TO AGRICULTURE, (3) SOME 35 OTHERS HAD A MORE CASUAL OR OCCASIONAL RELATIONSHIP TO AGRICULTURE, AND (4) A TOTAL OF 250 AGRICULTURAL OCCUPATIONS WERE IDENTIFIED. THE STUDY SHOWED THAT EXTENSIONS AND IMPROVEMENTS IN THE TRAINING OF AGRARIAN WORKERS WERE NEEDED PARTICULARLY IN BUSINESS MANAGEMENT AND SALES RELATIONS. THE IMPORTANCE OF AGRARIAN OCCUPATIONS WAS STRONGLY REAFFIRMED. SOME RECOMMENDATIONS WERE TO EMPHASIZE THE VALUE AND RESPECT OF AGRARIAN OCCUPATIONS AND THE AVAILABILITY OF AGRARIAN POSITIONS AND ADVANCEMENT POSSIBILITIES, AND TO MAKE IT POSSIBLE FOR STUDENTS TO CONCENTRATE ON ONE OF THE ASPECTS OF AGRICULTURE RATHER THAN ON THE COMPLETE RANGE FROM HIGHLY-RELATED TO AGRICULTURE TO NONAGRICULTURAL ASPECTS. THE APPENDIXES CONTAIN LISTS OF BUSINESSES AND OCCUPATIONS, THE MANUAL FOR INTERVIEWERS, A SUMMARY OF OCCUPATIONS, AND THE DESIGN AND STATISTICAL CONSIDERATIONS. (WB)

**ED 016 826** VT 003 707

*LEE, SYLVIA L. AND OTHERS*

**IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR VOCATIONAL AND TECHNICAL EDUCATION, AN ANNOTATED BIBLIOGRAPHY.**

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER BIBLIOGR-SER-1

PUB DATE OCT 67

EDRS PRICE MF-$0.25 HC-$1.52 36P.

DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *LABOR FORCE, *VOCATIONAL EDUCATION, *WOMENS EDUCATION, *WORKING WOMEN, FEMALES, LEGISLATION, OCCUPATIONAL GUIDANCE, RESEARCH, ROLE CONFLICT, TECHNICAL EDUCATION,

ANNOTATED REFERENCES PERTAINING TO THE NEEDS OF GIRLS AND WOMEN FOR VOCATIONAL AND TECHNICAL EDUCATION AND WOMEN'S LABOR FORCE PARTICIPATION WERE PREPARED BY A HOME ECONOMICS SPECIALIST AND RESEARCH ASSOCIATES. THE ENTRIES ARE ARRANGED IN SECTIONS--(1) STATUS AND CHANGING ROLES OF WOMEN--10 ITEMS, (2) EDUCATION OF WOMEN FOR EMPLOYMENT--17 ITEMS, (3) LABOR FORCE PARTICIPATION OF WOMEN--17 ITEMS, (4) LEGISLATION PERTAINING TO WOMEN IN THE LABOR FORCE--3 ITEMS, (5) VOCATIONAL GUIDANCE AND COUNSELING FOR GIRLS AND WOMEN--8 ITEMS, (6) RESEARCH--12 ITEMS, (7) BIBLIOGRAPHIES--3 ITEMS, AND (8) PRESENTATIONS APPROPRIATE FOR STUDENTS AND THE LAY PUBLIC--10 ITEMS. PUBLICATION DATES ARE FROM 1963 THROUGH 1967. THESE MATERIALS WERE DEVELOPED AS PART OF A PROJECT DEVOTED TO THE IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR PROGRAM PLANNING IN VOCATIONAL AND TECHNICAL EDUCATION. A REPORT OF THIS PROJECT IS VT 003 368. THIS DOCUMENT IS AVAILABLE FOR $1.50 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (FP)

**ED 016 827** VT 003 748

**FARMWORKERS. A REPRINT FROM THE 1966 MANPOWER REPORT.**

MANPOWER ADMINISTRATION (DOL), WASHINGTON, D.C.

PUB DATE 66

**EDRS PRICE MF-$0.25 HC-$1.36 32P.**

DESCRIPTORS *EMPLOYMENT TRENDS, *FARM LABOR, *MANPOWER DEVELOPMENT, EDUCATIONAL PROGRAMS, FARM LABOR SUPPLY, FEDERAL LAWS, FOREIGN WORKERS, INCOME, MANPOWER UTILIZATION, MIGRANT WORKERS, POPULATION TRENDS, POVERTY PROGRAMS, RURAL AREAS, RURAL POPULATION, VOCATIONAL EDUCATION,

ALTHOUGH THE AVERAGE STANDARD OF LIVING OF FARM PEOPLE HAS BEEN RISING STEADILY, THEY CONTINUE TO FACE SEVERE PROBLEMS OF UNDEREMPLOYMENT AND POVERTY. THE AVERAGE PER CAPITA INCOME OF FARM RESIDENTS IS LESS THAN TWO-THIRDS THAT OF THE NONFARM POPULATION. MILLIONS HAVE MOVED TO CITIES, LEAVING STAGNATING RURAL COMMUNITIES, AND INCREASING THE CITY SLUM POPULATION. TO INCREASE FARM EMPLOYMENT, HIRING OF FOREIGN WORKERS HAS BEEN SHARPLY CURTAILED, AND MOBILE TEAMS OF STATE AND FEDERAL GOVERNMENT OFFICIALS HAVE INITIATED RECRUITMENT PROGRAMS FOR PLACING UNEMPLOYED AND COLLEGE YOUTH, AMERICAN INDIANS, PUERTO RICANS, AND OTHERS. BOTH EMPLOYMENT TIME AND WAGE RATES HAVE INCREASED IN AREAS WHERE FOREIGN WORKERS FORMERLY WERE USED. THE VOCATIONAL TRAINING ACT OF 1963, THE MANPOWER DEVELOPMENT AND TRAINING ACT, THE AREA REDEVELOPMENT ACT OF 1961, THE RURAL AREAS DEVELOPMENT PROGRAM, MANY WAR ON POVERTY PROGRAMS, NEIGHBORHOOD YOUTH CORPS PROGRAMS, AND OTHERS HELP TO ALLEVIATE THE NEEDS OF THE FARMWORKER. THERE SHOULD BE CONTINUED RURAL EDUCATION, ECONOMIC AND JOB DEVELOPMENT IN RURAL AREAS, REGULARIZATION OF EMPLOYMENT FOR FARMWORKERS, FURTHER REDUCTION OF FOREIGN LABOR, LEGISLATION PROVIDING LABOR STANDARDS AND INCOME SECURITY FOR FARMWORKERS, BETTER WORKER HOUSING, AND HELP FOR FARM TO NONFARM MIGRANTS. MORE RESEARCH IS NEEDED TO DETERMINE THE CHARACTERISTICS AND PROBLEMS OF RURAL FARM AND NONFARM PEOPLE IN DEVELOPING EFFECTIVE PROGRAMS TAILORED TO THEIR SPECIAL NEEDS, AND IDENTIFY ANTICIPATED TECHNOLOGICAL CHANGES IN AGRICULTURE IN ADVANCE OF PLANNED MANPOWER EDUCATIONAL PROGRAMS THAT WILL AID DISPLACED WORKERS. A COMPREHENSIVE REVIEW OF AGRICULTURE POLICIES, NEEDS, AND PROGRAM DEVELOPMENT IS EXPECTED AS A RESULT OF THE RECENT PRESIDENTIAL APPOINTMENT OF THE NATIONAL ADVISORY COMMISSION ON FOOD AND FIBER AND THE COMMISSION ON RURAL POVERTY. THIS DOCUMENT IS A REPRINT FROM THE "1966 MANPOWER REPORT" (VT 001 162) AND IS AVAILABLE FROM MANPOWER ADMINISTRATION, OFFICE OF MANPOWER POLICY, EVALUATION, AND RESEARCH, U.S. DEPARTMENT OF LABOR, 14TH STREET AND CONSTITUTION AVENUE, N.W., WASHINGTON, D.C. 20210. (WB)

**ED 016 828** VT 003 823

*STEVENSON, WILLIAM W.*

**CONTINUATION OF RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION IN OKLAHOMA. QUARTERTY REPORT, DECEMBER 1, 1966-MARCH 1, 1967.**

OKLAHOMA VOCATIONAL RES. COORD. UNIT, STILLWATER

PUB DATE 67

GRANT OEG-4-7-063018-1597

**EDRS PRICE MF-$0.25 HC-$0.36 7P.**

DESCRIPTORS *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, OKLAHOMA,

VOCATIONAL EDUCATION RESEARCH PRIORITIES FOR IMPROVING VOCATIONAL-TECHNICAL EDUCATION WERE DEFINED BY THE UNIT WITH THE ASSISTANCE OF ITS COUNSULTING AND ADVISORY BOARDS. TEACHERS IN THE FIELD ARE BEING ENCOURAGED TO DEVELOP INNOVATIVE PRACTICES WHICH MANY BE EVALUATED TO FIND SOLUTIONS TO PRESSING PROBLEMS. SPECIAL ATTENTION WILL BE DIRECTED TOWARD THE AREAS OF CURRICULUM DEVELOPMENT, COUNSELING, AND COMMUNICATION BETWEEN SCHOOLS AND BUSINESS AND INDUSTRY. THREE HALF-TIME RESEARCH ASSISTANTS, WORKING TOWARD THE DOCTORAL DEGREE, WERE ADDED TO THE STAFF AND WILL BE CARRYING OUT INDIVIDUAL RESEARCH AND ASSISTING IN UNIT PROJECTS. RESEARCH PROJECTS INCLUDED A STATEWIDE STUDY

OF THE PLANS OF HIGH SCHOOL SENIORS AND A FOLLOWUP STUDY OF VOCATIONAL STUDENTS. NEW PROJECTS ARE BEING DEVELOPED IN THE AREAS OF VOCATIONAL EDUCATION IN SMALL RURAL HIGH SCHOOLS IN OKLAHOMA, TOTAL COMMUNITY APPROACH TO SOLVING EDUCATIONAL AND CULTURAL PROBLEMS OF INDIAN CHILDREN IN SELECTED OKLAHOMA SCHOOLS, PARAMEDICAL EDUCATION, PROGRAM PLANNING AND DEVELOPMENT IN ELECTRO-MECHANICAL TECHNOLOGY. THE PROJECT ON HUMAN DISABILITY ESTIMATES AND PROJECTIONS WAS COMPLETED. DURING THE QUARTER, UNIT PERSONNEL ATTENDED SEVEN OUT-OF-STATE MEETINGS, PARTICIPATED IN 11 STATE CONFERENCES, AND HELD 19 INDIVIDUAL CONFERENCES ON RESEARCH. (MM)

**ED 016 829** **VT 003 991**

**OHIO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT. INTERIM REPORT.**

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

REPORT NUMBER BR-5-0137

PUB DATE JAN 67

CONTRACT OEC-5-85-131

**EDRS PRICE MF-$0.50 HC-$2.52 61P.**

DESCRIPTORS *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, OHIO,

THE MAJOR THRUST OF UNIT ACTIVITIES DURING THE FIRST PERIOD OF OPERATION, JUNE 1, 1965 TO NOVEMBER 30, 1966, WAS TO EXTEND AND IMPROVE VOCATIONAL EDUCATION WITHIN THE STATE. DEVELOPING CONTINUOUS COMMUNICATION WITH LOCAL, STATE AND NATIONAL OFFICIALS WAS AN EARLY EFFORT. SUCH COMMUNICATION RESULTED IN THE UNIT'S MAKING COST PLANS FOR DEVELOPING VOCATIONAL AND TECHNICAL SCHOOLS, INITIATING GUIDELINES AND INSTRUMENTS FOR USE BY SCHOOL DISTRICT BOARDS OF EDUCATION, AND MAKING COMMUNITY VOCATIONAL SURVEYS FOR STUDYING JOINT VOCATIONAL SCHOOLS IN APPROXIMATELY ONE-THIRD OF OHIO'S COUNTIES AND IN CLEVELAND. IN STIMULATING RESEARCH, THE UNIT HELPED IN IDENTIFYING OCCUPATIONAL TRAINING NEEDS OF YOUTHS AND ADULTS IN OHIO AND MADE NUMEROUS PRESENTATIONS BY MEANS OF WORKSHOPS, SEMINARS, STAFF MEETINGS, AND GENERAL GATHERINGS AT UNIVERSITIES, TRADE ASSOCIATIONS, CITY, COUNTY, AND LOCAL ORGANIZATIONS. THE PUBLICATION "R.C.U. NOTES" CONCENTRATED ON UNIT FUNCTIONS, PROPOSAL EVALUATION, AND THE ERIC SYSTEM. THE UNIT STAFF ASSISTED IN OVER 150 RESEARCH PROJECTS AND PROPOSALS, MANY FOR FEDERAL FUNDING. THE UNIT WAS INSTRUMENTAL IN COMPLETING SEVERAL MAJOR RESEARCH PROJECTS. A MASTER PLAN OF JOINT VOCATIONAL SCHOOLS FOR THE STATE WAS COMPLETED, AND A STATEWIDE VOCATIONAL EDUCATIONAL SURVEY AND COOPERATIVE WORK WITH THE UNIVERSITY OF WISCONSIN IN DEVELOPING A NATIONAL VOCATIONAL EDUCATION DIRECTORY WERE CONTINUED. OTHER PHASES OF VOCATIONAL EDUCATION WERE STUDIED. TO FURTHER PROFESSIONAL DEVELOPMENT, THE STAFF ATTENDED MEETINGS, INDIVIDUAL AND GROUP CONFERENCES, AND REVIEWED THE LITERATURE. A MAJOR FUNCTION WAS COORDINATING VOCATIONAL EDUCATION ACTIVITIES AT BOTH STATE AND NATIONAL LEVELS. FIVE QUARTERLY REPORTS CONTAINING UNIT ORGANIZATION AND DEVELOPMENT, AND PROGRAM ACTIVITIES AND ACCOMPLISHMENTS IN BOTH TABULAR AND SUMMARY FORM ARE INCLUDED. (BS)

**ED 016 830** **VT 003 997**

*MCBETH, JOHN*

**A STUDY OF A BLOCK-TIME SCHEDULE FOR TEACHING VOCATIONAL OFFICE PRACTICE. FINAL REPORT OF PROJECT 201.**

MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.

PUB DATE 67

CONTRACT OEC-5-85-111

**EDRS PRICE MF-$0.25 HC-$0.64 14P.**

DESCRIPTORS *FLEXIBLE SCHEDULING, *OFFICE OCCUPATIONS EDUCATION, *OFFICE PRACTICE, *PILOT PROJECTS, *TIME BLOCKS, ARIZONA, FLORIDA, GRADE 12, MICHIGAN, NEW JERSEY, PROGRAM PLANNING, WASHINGTON,

THIS PROGRESS REPORT ON A PROJECT TO IMPLEMENT A CURRICULUM USING THE BLOCK APPROACH COVERS THE PERIOD JULY 1, 1965, THROUGH NOVEMBER 30, 1966. THE BLOCK-TIME APPROACH TO VOCATIONAL OFFICE EDUCATION UTILIZES TWO OR THREE CONSECUTIVE CLASS PERIODS PER DAY DURING THE HIGH SCHOOL SENIOR YEAR FOR TEACHING THE ADVANCED SECRETARIAL SUBJECTS. THIRTY-NINE PILOT SCHOOLS IN MICHIGAN, ARIZONA, FLORIDA, NEW JERSEY, AND WASHINGTON ARE PARTICIPATING. MICHIGAN STATE UNIVERSITY PROVIDES THE CENTRAL PROJECT LEADERSHIP AND NEGOTIATES AND OPERATES THE CONTRACT WITH THE U.S. OFFICE OF EDUCATION. ONE PERSON FROM EACH STATE DEPARTMENT OF EDUCATION SERVES AS STATE PROJECT COORDINATOR, AND AN APPOINTED TEACHER-EDUCATOR SERVES AS STATE RESEARCH CONSULTANT. EACH PILOT SCHOOL PROVIDES A QUALIFIED TEACHER, CALLED THE RESEARCH ASSOCIATE, WHO TEACHES THE BLOCK-TIME CLASS ACCORDING TO ONE OF FOUR PLANS--STENOGRAPHIC, MODIFIED STENOGRAPHIC, CLERICAL, OR SPECIAL CLERICAL FOR LOW ACHIEVERS. A GENERAL COURSE OUTLINE AND OTHER INSTRUCTIONAL MATERIALS WERE DEVELOPED BY THE PROJECT STAFF IN A NATIONAL SEMINAR AND DISTRIBUTED TO ALL PROJECT PERSONNEL. AN EVALUATION OF INSTRUCTIONAL MATERIALS IS TO BE MADE AT THE END OF THE 1966-67 SCHOOL YEAR. DATA ON CLASSROOM ACTIVITIES HAVE BEEN SUBMITTED BY THE RESEARCH ASSOCIATES TO MICHIGAN STATE UNIVERSITY. A NATIONAL SEMINAR AND STATE WORKSHOPS HAVE BEEN CONDUCTED. DEFINITE PLANS FOR THE FUTURE DEPEND UPON THE AVAILABILITY OF FUNDS AND CONTINUED WILLINGNESS OF THE STATES AND PILOT SCHOOLS TO PARTICIPATE. (PS)

**ED 016 831** **24** **VT 004 003**

*STEELE, GERALD L.*

**A COMPARISON OF TWO METHODS OF TEACHING CONCEPTS ABOUT THE PLASTICS INDUSTRY FOR INDUSTRIAL ARTS EDUCATION. FINAL REPORT.**

MINNESOTA UNIV., MINNEAPOLIS

REPORT NUMBER BR-6-8022

PUB DATE APR 67

CONTRACT OEC-6-10-351

**EDRS PRICE MF-$0.75 HC-$6.84 169P.**

DESCRIPTORS *EDUCATIONAL EQUIPMENT, *EDUCATIONAL EXPERIMENTS, *PLASTICS, *TEST CONSTRUCTION, CONCEPT FORMATION, DOCTORAL THESES, EDUCATIONAL TOYS, EXPERIMENTAL GROUPS, GRADE 8, INDUSTRIAL ARTS, INSTRUCTIONAL AIDS, LITERATURE REVIEWS, MINNEAPOLIS, MINNESOTA, MODELS, TEACHING PROCEDURES, TESTS,

THE OBJECTIVES OF THE STUDY WERE TO COMPARE EDUCATIONAL TOYS AND THREE-DIMENSIONAL NONPRODUCING MOCKUPS WITH COMMERCIAL PLASTICS PROCESSING EQUIPMENT FOR RELATIVE EFFECTIVENESS OF TEACHING PLASTIC CONCEPTS, AND TO COMPARE THE RELATIVE EFFECTIVENESS OF THESE TWO METHODS IN DEVELOPING MANUAL DEXTERITY. TREATMENT A (EDUCATIONAL TOYS AND MOCKUPS) WAS GIVEN TO 77 BOYS AND TREATMENT B (COMMERCIAL EQUIPMENT) WAS GIVEN TO 74 BOYS FROM TWO JUNIOR HIGH SCHOOLS. STUDENTS IN BOTH GROUPS WERE DIVIDED INTO THREE ABILITY LEVELS ON THE BASIS OF THEIR SCORES ON THE IOWA TEST OF BASIC SKILLS. EACH TREATMENT CONSISTED OF 4 HOURS DEVOTED TO GENERAL TOPICS, 4 HOURS OF DEMONSTRATIONS, AND 12 HOURS OF STUDY AND PRACTICE ON THE EQUIPMENT. A 116-ITEM TEST DEVELOPED TO EVALUATE PLASTICS KNOWLEDGE, COMPREHENSION, AND APPLICATION WAS ADMINISTERED THREE TIMES TO DETERMINE PRIOR LEARNING, INITIAL LEARNING, AND RETENTION. SOME OF THE CONCLUSIONS WERE--(1) PRIOR KNOWLEDGE OF PLASTICS WAS NOT SIGNIFICANTLY DIFFERENT BETWEEN THE GROUPS RECEIVING DIFFERENT TREATMENTS, (2) THERE WAS NO SIGNIFICANT DIFFERENCE IN DEVELOPING MANUAL DEXTERITY BETWEEN TREATMENTS OR AMONG ABILITY LEVELS, (3) RETENTION OF PLASTICS KNOWLEDGE WAS SIGNIFICANTLY DIFFERENT BETWEEN TREATMENTS IN FAVOR OF COMMERCIAL EQUIPMENT, AND (4) ON THE BASIS OF PRETEST AND POSTTEST SCORES THERE WAS A SIGNIFICANT INCREASE OF PLASTICS KNOWLEDGE EXCEPT FOR THE LOW ABILITY GROUP IN ONE SCHOOL IN TREATMENT A. THE TOTAL PROGRAM SEEMED EFFECTIVE, AND THE PLASTICS TEST SEEMED SUFFICIENTLY SENSITIVE TO MEASURE INITIAL LEARNING AND RETENTION. THE ITEMS IN THE TEST EVALUATION PROCEDURE, INCLUDING THE ORIGINAL TEST ITEMS, THE REVISED TEST, A SUGGESTED EQUIPMENT LIST, A SAMPLE COURSE OUTLINE AND UNIT, SPECIAL REPORTS ON THE PLASTICS PROGRAM, REFERENCES, AND LETTERS OF EVALUATION ARE INCLUDED. (EM)

**ED 016 832** **VT 004 006**

*LYNN, FRANK*

**AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS. VOLUME I. FINAL REPORT.**

MIDWEST INST. FOR EDUCATIONAL RES. AND TRAINING

REPORT NUMBER BR-5-1201

PUB DATE JUL 67

GRANT OEG-3-6-051201-0671

**EDRS PRICE MF-$0.50 HC-$4.56 112P.**

DESCRIPTORS *EDUCATIONAL NEEDS, *EMPLOYMENT OPPORTUNITIES, *JOB SKILLS, *MACHINERY MAINTENANCE WORKERS, *OCCUPATIONAL SURVEYS, APPRENTICESHIPS, EDUCATIONAL PROGRAMS, FIELD INTERVIEWS, INDUSTRY,

INPLANT PROGRAMS, TRADE AND INDUSTRIAL EDUCATION,

DRAMATIC CHANGES IN THE CHARACTERISTICS AND COMPLEXITY OF PRODUCTION MACHINERY AND EQUIPMENT HAVE CREATED A GROWING NEED FOR ADEQUATELY TRAINED AND SKILLED MACHINERY MAINTENANCE WORKERS IN INDUSTRY. THIS STUDY DEFINED THE CHARACTERISTICS OF THE LABOR MARKET FOR MACHINERY MAINTENANCE WORKERS SUCH AS MILLWRIGHTS, MECHANICAL HYDRAULIC, ELECTRICAL, ELECTRONICS REPAIRMEN, AND WELDERS TO ASSESS THE EXTENT TO WHICH RESOURCES SHOULD BE DEVOTED TO DEVELOPING AND ESTABLISHING MACHINERY MAINTENANCE TRAINING PROGRAMS, BUT PRIMARILY IT IDENTIFIED THE SPECIFIC TRAINING AND SKILLS NEEDED BY MAINTENANCE WORKERS IN INDUSTRY. DATA AND INFORMATION WERE OBTAINED THROUGH FIELD INTERVIEWS WITH MORE THAN 100 PLANT ENGINEERS, MAINTENANCE SUPERVISORS, AND TRAINING DIRECTORS IN THE CHICAGO AREA, AND A QUESTIONNAIRE SURVEY OF MORE THAN 250 MEMBERS OF THE AMERICAN INSTITUTE OF PLANT ENGINEERS. RESULTS OF THE INVESTIGATION INDICATED THAT THE FIELD OF INDUSTRIAL MACHINERY MAINTENANCE IS PARTICULARLY SUITABLE FOR OCCUPATIONAL TRAINING. THE LABOR MARKET SIZE, DISTRIBUTION WITHIN THE ECONOMY, RATE OF GROWTH, AND EARNING POTENTIAL ALL SUGGEST THAT PERSONS TRAINED FOR THIS FIELD CAN EXPECT TO BECOME PRODUCTIVE MEMBERS OF THE INDUSTRIAL WORK FORCE. THERE IS AN IMMEDIATE NEED FOR TRAINING PROGRAMS IN HIGH SCHOOLS AND OTHER INSTITUTIONS THAT WOULD BE AVAILABLE TO ADULT WORKERS. TRAINING AND SKILL REQUIREMENTS CAN BE GROUPED INTO CLASSIFICATIONS OF BASIC MAINTENANCE, FUNDAMENTAL SPECIALIZED, AND ADVANCED SPECIALIZED TRAINING. THE SPECIFIC MATERIALS IN EACH AREA ARE INCLUDED. MOST OF THE TRAINING IS PRESENTLY PROVIDED BY INFORMAL, ON-THE-JOB TRAINING, OFTEN WITHOUT DIRECT CONTROL OR SUPERVISION. SUPPLEMENTARY AND SUPPORTING DATA STUDY ARE GIVEN IN VT 002 821. (HC)

**ED 016 833** **VT 004 012**

*GARRETT, PAULINE GILLETTE*

**INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX B.**

MISSOURI UNIV., COLUMBIA

REPORT NUMBER BR-6-1936

PUB DATE MAY 67

GRANT OEG-3-6-061936-0738

EDRS PRICE MF-$0.50 HC-$4.40 108P.

DESCRIPTORS *FACTOR ANALYSIS, *LEADERSHIP RESPONSIBILITY, *PARENT EDUCATION, *ROLE PERCEPTION, ADMINISTRATOR ATTITUDES, CULTURALLY DISADVANTAGED, DISADVANTAGED GROUPS, HOME ECONOMICS EDUCATION, LEADERSHIP, LEADERSHIP TRAINING, LITERATURE REVIEWS, Q SORT, TEACHER ATTITUDES,

THE PURPOSE OF THIS STUDY WAS TO DETERMINE WHETHER THERE WERE COMMON OPINIONS ABOUT THE ROLE AND FUNCTIONS OF PROFESSIONAL LEADERS OF HOME ECONOMICS EDUCATION IN EDUCATIONAL PROGRAMS FOR DISADVANTAGED PARENTS IN THE STATE OF MISSOURI. FIFTY-EIGHT PROFESSIONAL EDUCATORS PARTICIPATED IN A STRUCTURED INTERVIEW USING A DECK OF 60 TWO-SORT CARDS, EACH CONTAINING A STATEMENT DESCRIBING A DIFFERENT JOB ACTIVITY CONCERNING THE PROFESSIONAL LEADER ROLE. WEIGHTED SCORES WERE ASSIGNED BY RESPONDENTS TO EACH ITEM SORTED, AND CORRELATION AND FACTOR ANALYSES WERE USED IN ANALYZING THE DATA AS TO ACTUAL AND IDEAL ROLES. ALTHOUGH THERE WAS A LACK OF AGREEMENT AMONG RESPONDENTS AS TO RELATIVE IMPORTANCE OF VARIOUS ACTIVITIES WITHIN THE LEADERSHIP ROLE, MOST RESPONDENTS SEEMED TO CORRELATE IDEAL AND ACTUAL ROLES. RESPONDENTS VALUED THE LEADERSHIP ROLE MORE ON THE BASIS OF THEIR PERCEPTIONS OF HOW A PROFESSIONAL LEADER SHOULD BE INVOLVED THAN ON WHAT HE WAS ACTUALLY DOING. THEY SHOWED GENERAL AGREEMENT THAT MORE IMPORTANCE SHOULD BE ACCORDED THE ACTIVITIES COMPRISING PLANNING AND IMPLEMENTING THE EVALUATIVE AND INSTRUCTIONAL ASPECTS. THEY DISAGREED MOST WITH THE ACTIVITIES COMPRISING THE ASPECT OF COOPERATION WITH AGENCIES AND ORGANIZATIONS. IT WAS CONCLUDED THAT DISAGREEMENT EXISTS CONCERNING THE PATTERN OF THE PROFESSIONAL LEADER ROLE IN PARENT EDUCATION PROGRAMS FOR THE DISADVANTAGED. BECAUSE THE LACK OF AGREEMENT COULD BE A POTENTIAL SOURCE OF CONFLICT, IT SHOULD BE CONSIDERED IN RELATION TO EXISTING AND EMERGING PROGRAMS. IMPLICATIONS OF THE STUDY WERE THAT (1) THERE IS A NEED FOR REALISTIC OBJECTIVES AND A CLEAR DEFINITION OF AUTHORITY, (2) CONSIDERING THE TREND OF USING HOME ECONOMICS TEACHERS IN PARENT-EDUCATION PROGRAMS, TEACHER EDUCATION INSTITUTIONS SHOULD PREPARE THEM TO COPE WITH SOCIO-ECONOMIC DIFFERENCES, AND (3) INCREASING EMPHASIS ON PROFESSIONALIZATION OF THE LEADERSHIP ROLE STRESSES THE NEED FOR CONTINUED IN-SERVICE TRAINING. AN EXTENSIVE REVIEW OF THE LITERATURE ON PARENT EDUCATION WITH REFERENCE TO THE DISADVANTAGED IS INCLUDED. RELATED DOCUMENTS ARE VT 004 011 AND VT 004 013. (FP)

**ED 016 834** **VT 004 013**

*GARRETT, PAULINE GILLETTE*

**INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX C.**

MISSOURI UNIV., COLUMBIA

REPORT NUMBER BR-6-1936

PUB DATE MAY 67

GRANT OEG-3-6-061936-0738

EDRS PRICE MF-$0.75 HC-$7.00 173P.

DESCRIPTORS *CULTURALLY DISADVANTAGED, *DISADVANTAGED GROUPS, *LEADERSHIP TRAINING, ADULT BASIC EDUCATION, COMMUNITY DEVELOPMENT, CONSULTANTS, EDUCATIONAL PROGRAMS, FAMILY LIFE, HOME ECONOMICS EDUCATION, PARENT EDUCATION, READING, VOCATIONAL EDUCATION,

SIXTY-FIVE SELECTIONS, IN NOTE OR OUTLINE FORM, FROM PRESENTATIONS BY CONSULTANTS AIDING IN PREPARING LEADERS FOR EMERGING PROGRAMS SERVING THE DISADVANTAGED ARE INCLUDED IN THIS APPENDIX. THE SUBJECT MATTER RANGES FROM SPECIFIC TECHNIQUES FOR TEACHING SUCH SKILLS AS READING TO GENERAL INFORMATION SUCH AS BASIC UNDERSTANDINGS NECESSARY FOR RELATIONSHIPS WITH PERSONS HANDICAPPED BY SOCIAL-ECONOMIC STATUS DIFFERENCES. SAMPLE SUBJECT AREAS ARE CHILD DEVELOPMENT, ADULT BASIC EDUCATION, CLINICAL PSYCHOLOGY, TEACHING THE CULTURALLY DISADVANTAGED, SOCIOLOGY AND CULTURAL CONTINUITIES, PLANNED PARENTHOOD, PEOPLE WITH SPECIAL NEEDS, COMMUNITY DEVELOPMENT, DYNAMIC SOCIETY, FAMILY RELATIONS, PROBLEMS OF ADOLESCENCE, OLD AGE, POVERTY, VOCATIONAL TRAINING AND GUIDANCE, ROLE PLAYING TECHNIQUES, AND MASS MEDIA. FIELD TRIPS TO HOUSING PROJECTS ARE DESCRIBED, AND A SIX-PAGE BIBLIOGRAPHY IS INCLUDED. RELATED DOCUMENTS ARE VT 004 011 AND VT 004 012. (FP)

**ED 016 835** **VT 004 057**

**EDUCATION FOR THE ALLIED HEALTH PROFESSIONS AND SERVICES.**

PUBLIC HEALTH SERVICE (DHEW), WASHINGTON, D.C.

REPORT NUMBER PHS-PUB-1600

NATIONAL ADVISORY HEALTH COUNCIL, WASHINGTON, D.C.

PUB DATE 67

EDRS PRICE MF-$0.50 HC NOT AVAILABLE FROM EDRS. 70P.

DESCRIPTORS *EDUCATIONAL PROGRAMS, *EMPLOYMENT TRENDS, *HEALTH OCCUPATIONS EDUCATION, *HEALTH PERSONNEL, EDUCATIONAL PLANNING, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT STATISTICS, GEOGRAPHIC DISTRIBUTION, GRADUATES, HEALTH NEEDS, INTERAGENCY PLANNING, PROFESSIONAL EDUCATION, PROGRAM DEVELOPMENT, TECHNICAL EDUCATION,

THE NUMBER OF PEOPLE IN HEALTH OCCUPATIONS WILL PROBABLY INCREASE FROM 2.8 TO 3.8 MILLION PERSONS BY 1975. RECENT SURVEYS OF HOSPITALS AND NURSING HOMES SHOWED THAT OVER 300,000 ADDITIONAL HEALTH WORKERS WERE NEEDED TO PROVIDE OPTIMUM PATIENT CARE. SHORTAGES EXISTED FOR MEDICAL RECORD LIBRARIANS, DENTAL HYGIENISTS, MEDICAL AND RADIOLOGIC TECHNOLOGISTS, AND OCCUPATIONAL AND PHYSICAL THERAPISTS. TRAINING FOR HEALTH OCCUPATIONS WAS OFFERED IN SCHOOLS OF THE ALLIED HEALTH PROFESSIONS, UNIVERSITIES, TECHNICAL AND VOCATIONAL SCHOOLS, HOSPITALS, MILITARY TRAINING PROGRAMS, AND PROPRIETARY SCHOOLS. THESE TRAINING PROGRAMS WERE UNEVENLY DISTRIBUTED THROUGHOUT THE UNITED STATES. THE PRESENT ANNUAL TRAINING CAPACITY WAS 9,000 COMPARED WITH A NEED OF 33,000. TO MEET THIS NEED, BACCALAUREATE GRADUATES WOULD NEED TO INCREASE FROM 1.9 TO 4.0 PER 100,000 POPULATION AND LESS-THAN-BACCALAUREATE GRADUATES WOULD NEED TO INCREASE 5.0 TO 10.0. RECOMMENDATIONS WERE FOR (1) AN INTERDISCIPLINARY APPROACH TO PROGRAM PLACEMENT AND RECRUITMENT, (2) DEVELOPMENTAL WORK IN INTERDISCIPLINARY AND CORE CURRICULUMS LOOKING TO THE DEVELOPMENT OF CAREER LADDERS, (3) FORMAL COURSES IN EDUCATIONAL METHODS FOR TEACHERS IN PROFESSIONAL AND TECHNICAL PROGRAMS, (4) STUDIES OF METHODS OF DELIVERY OF

HEALTH SERVICES WITH IDENTIFICATION OF NEW OCCUPATIONAL NEEDS, (5) PROGRAMS TO HELP PROFESSIONAL WORKERS UTILIZE TECHNICAL AND AUXILIARY PERSONNEL, (6) PLANNING AT ALL LEVELS FOR PROGRAM DEVELOPMENT WITH STRENGTHENED LIAISON BETWEEN JUNIOR AND SENIOR COLLEGES AND MEDICAL CENTERS, AND (7) STUDIES OF THE ROLES OF CERTIFICATION, LICENSING, AND ACCREDITATION IN PROVIDING SUFFICIENT QUALITY PERSONNEL. THIS DOCUMENT IS AVAILABLE FOR 45 CENTS FROM THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (JK)

**ED 016 836** **VT 004 066**

*MORANDO, ROCCO V.* *STOVER, WILBUR F.*

EMERGENCY VICTIM CARE AND RESCUE, INSTRUCTOR'S MANUAL.

OHIO TRADE AND INDUSTRIAL EDUCATION SER., COLUMBUS

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE 66

EDRS PRICE MF-$0.75 HC-$7.08 175P.

DESCRIPTORS *EMERGENCY SQUAD PERSONNEL, *HEALTH OCCUPATIONS EDUCATION, *RESCUE, *TEACHING GUIDES, ADULT VOCATIONAL EDUCATION, FIRST AID, MEDICAL SERVICES,

DEVELOPED AT THE STATE LEVEL BY SQUADMEN AND TRADE AND INDUSTRIAL PERSONNEL, THIS MANUAL IS FOR USE BY A QUALIFIED SQUADMAN IN TEACHING FULL-TIME AND VOLUNTEER EMERGENCY AND RESCUE WORKERS IN AN EMERGENCY SQUAD STATION OR TRAINING CENTER. TEACHING GUIDES ARE PROVIDED FOR A 30-HOUR COURSE ON EMERGENCY VICTIM CARE AND A 20-HOUR COURSE ON VICTIM RESCUE. REPRESENTATIVE TITLES ARE (1) EMERGENCY CHILDBIRTH, (2) CORONARY ATTACK AND CHRONIC HEART FAILURE, (3) RESUSCITATION--MANUAL AND MECHANICAL, (4) CLOSED CHEST HEART COMPRESSION, (5) AERIAL LADDER RESCUE, (6) ELECTRICAL EMERGENCIES, AND (7) UNUSUAL SITUATIONS. EACH GUIDE CONTAINS DESIRED RESULTS, EQUIPMENT AND SUPPLIES, REFERENCES, AND THE INSTRUCTIONAL STEPS, INTRODUCING, PRESENTING, APPLYING, AND CHECKING AND FOLLOWUP OF THE LESSON. SUPPLEMENTARY MATERIALS INCLUDE CARTOON ILLUSTRATIONS OF PRINCIPLES AND METHODS OF TEACHING, AND A SAMPLE ATTENDANCE RECORD. A REQUIRED TEXTBOOK (VT 000 697) IS AVAILABLE. THIS MANUAL IS AVAILABLE FOR $2.50 FROM OHIO TRADE AND INDUSTRIAL EDUCATION SERVICE, INSTRUCTIONAL MATERIALS LABORATORY, THE OHIO STATE UNIVERSITY, 1885 NEIL AVENUE, COLUMBUS, OHIO 43210. (JK)

**ED 016 837** **VT 004 117**

*FAIRBANK, R.E.*

A FOLLOW-UP OF NEW YORK STATE HIGH SCHOOL BOOKKEEPING STUDENTS. FINAL REPORT, BOR 3 AND 13.

STATE UNIV. OF N.Y., ALBANY

NEW YORK STATE EDUCATION DEPT., ALBANY

PUB DATE SEP 7

EDRS PRICE MF-$2.00 HC-$19.48 485P.

DESCRIPTORS *BOOKKEEPING, *BUSINESS EDUCATION, *BUSINESS SKILLS, *GRADUATE SURVEYS, *HIGH SCHOOL GRADUATES, JOB SKILLS, NEW YORK, VOCATIONAL FOLLOWUP,

THE MAJOR PURPOSES OF THIS STUDY WERE TO DETERMINE THE EXTENT TO WHICH THE SKILLS AND KNOWLEDGES INCLUDED IN THE NEW YORK STATE SYLLABUS FOR BOOKKEEPING I AND BOOKKEEPING II COURSES HAD BEEN USED BY FORMER BOOKKEEPING STUDENTS IN THEIR BUSINESS LIFE, POST-HIGH SCHOOL EDUCATION, AND PERSONAL LIFE AND THE EXTENT TO WHICH CERTAIN NEW PRACTICES NOT INCLUDED IN THE SYLLABUS HAD BEEN USED. DURING 1966 QUESTIONNAIRES WERE MAILED TO A SAMPLE GROUP OF 5,814 STUDENTS WHO HAD COMPLETED BOOKKEEPING I OR II DURING 1960-61 AND RESPONSES WERE RECEIVED FROM 2,064 STUDENTS, 3.6 PERCENT OF ALL PUBLIC HIGH SCHOOL BOOKKEEPING STUDENTS IN THE STATE THAT YEAR. OF THE RESPONDENTS, ABOUT 31 PERCENT HAD TAKEN BOOKKEEPING I ONLY, 27 PERCENT HAD TERMINATED THEIR BOOKKEEPING STUDY WITH BOOKKEEPING II, AND 34 PERCENT HAD BOOKKEEPING AT THE POST-HIGH SCHOOL LEVEL. OF ALL RESPONDENTS, 41 PERCENT HAD WORKED IN BOOKKEEPING JOBS, AND 24 HAD USED THEIR BOOKKEEPING SKILLS IN NONBOOKKEEPING OFFICE-STORE JOBS. THE GREATER THE AMOUNT OF FORMAL BOOKKEEPING EDUCATION, THE GREATER WAS THE PROBABILITY THAT THE STUDENT HAD USED THE BOOKKEEPING VOCATIONALLY. OF 178 SPECIFIC BOOKKEEPING SKILLS AND KNOWLEDGES ANALYZED, THE MOST FREQUENTLY USED WERE ADDING MACHINE LISTING, RECEIPTS, PURCHASE ORDERS OR INVOICES, SALES INVOICES OR ORDERS, PETTY CASH VOUCHERS, CREDIT OR DEBIT MEMORANDUM, AND PAYROLL ENVELOPES OR CHECKS. FOR PERSONAL USE, MONEY ORDERS, BANK DEPOSITS, FEDERAL OR STATE INCOME TAX FORMS, CHECKBOOKS, W-2 WITHHOLDING STATEMENTS, SALES SLIPS, RECEIPTS, AND APPLICATIONS FOR SOCIAL SECURITY NUMBERS WERE THE MOST FREQUENTLY USED BOOKKEEPING ITEMS. SIGNIFICANTLY, MANY ITEMS NOT INCLUDED IN THE SYLLABUS HAD BEEN USED FREQUENTLY OR OCCASIONALLY BY A GREATER NUMBER OF STUDENTS THAN MANY OF THE ITEMS INCLUDED. (PS)

**ED 016 838** **VT 004 154**

*BARKER, RICHARD L.*

AN APPRAISAL OF INSTRUCTIONAL UNITS TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES. APPENDIX TO FINAL REPORT.

OHIO STATE UNIV., COLUMBUS

REPORT NUMBER BR-6-8763

PUB DATE AUG 67

CONTRACT OEC-3-7-068763-1949

EDRS PRICE MF-$1.00 HC-$9.52 236P.

DESCRIPTORS *CURRICULUM EVALUATION, *FARM MANAGEMENT, *TEACHING METHODS, *UNITS OF STUDY (SUBJECT FIELDS), *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS, GRADE 11, GRADE 12, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS,

TWENTY-TWO OHIO HIGH SCHOOLS OFFERING VOCATIONAL AGRICULTURE TO 262 JUNIOR AND SENIOR STUDENTS PARTICIPATED IN A STUDY TO MEASURE THE RELATIVE EFFECTIVENESS OF FARM MANAGEMENT INSTRUCTIONAL UNITS DESIGNED TO ENHANCE STUDENT UNDERSTANDING OF BASIC PROFIT-MAXIMIZING PRINCIPLES WHEN USED IN TEACHING VOCATIONAL AGRICULTURE STUDENTS IN THE SCHOOL CLASSROOM. SIX SCHOOLS ACTED AS CONTROLS AND TAUGHT FARM MANAGEMENT IN THE TRADITIONAL MANNER, SEVEN ACTED AS A PILOT-BLOCK AND TAUGHT FROM THE PREPARED UNIT IN AN UNINTERRUPTED 6-WEEK PERIOD, AND NINE WERE DESIGNATED AS A PILOT-INTEGRATED GROUP TO TEACH THE SAME MATERIAL DURING A 5-MONTH PERIOD. AN EVALUATIVE POSTTEST CONSISTING OF 45 MULTIPLE-CHOICE QUESTIONS SERVED AS THE PRIMARY METHOD OF INSTRUCTIONAL UNIT EVALUATION. THE PILOT-BLOCK GROUP RECEIVED THE HIGHEST SCORES ON THE POSTTEST FOLLOWED BY THE PILOT-INTEGRATED AND CONTROL GROUPS. STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES WAS SIGNIFICANTLY ASSOCIATED WITH STUDENT YEAR IN VOCATIONAL AGRICULTURE, STUDENT YEARS OF FARM EXPERIENCE, STUDENT I.Q., AND NUMBER OF TEACHERS IN THE VOCATIONAL AGRICULTURE DEPARTMENT. IT WAS CONCLUDED THAT THE PROFIT-MAXIMIZING PRINCIPLES APPROACH TO FARM MANAGEMENT INSTRUCTION GREATLY STRENGTHENED THIS PHASE OF THE VOCATIONAL AGRICULTURE CURRICULUM. THE EXTRA TEACHER PREPARATION AND TEACHING EFFORTS REQUIRED TENDED TO RESULT IN GREATER STUDENT INTEREST AND ACHIEVEMENT. THE APPENDIXES LIST PROFIT MAXIMIZING PRINCIPLES, COOPERATING TEACHERS AND SCHOOLS, CORRESPONDENCE, INSTRUMENTS, RELATED DATA, AND A BIBLIOGRAPHY. THE STUDY IS SUMMARIZED IN VT 004 155. (WB)

**ED 016 839** **VT 004 155**

*BARKER, RICHARD L.* *BENDER, RALPH E.*

AN APPRAISAL OF INSTRUCTIONAL UNITS TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES. RESEARCH SERIES IN AGRICULTURAL EDUCATION.

OHIO STATE UNIV., COLUMBUS, COLL. OF AG. HOME EC.

REPORT NUMBER BR-6-8763

PUB DATE AUG 67

EDRS PRICE MF-$0.25 HC-$2.04 49P.

DESCRIPTORS *CURRICULUM EVALUATION, *FARM MANAGEMENT, *TEACHING METHODS, *UNITS OF STUDY (SUBJECT FIELDS), *VOCATIONAL AGRICULTURE, BIBLIOGRAPHIES, COMPARATIVE ANALYSIS, CONTROL GROUPS, EXPERIMENTAL GROUPS, GRADE 11, GRADE 12, STUDENT CHARACTERISTICS, TEACHER CHARACTERISTICS,

TWENTY-TWO SELECTED OHIO VOCATIONAL AGRICULTURE TEACHERS AND 262 JUNIOR AND SENIOR VOCATIONAL AGRICULTURE STUDENTS PARTICIPATED IN A STUDY TO MEASURE THE RELATIVE EFFECTIVENESS OF NEWLY DEVELOPED INSTRUCTIONAL UNITS DESIGNED TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES IN FARM MANAGEMENT. FARM MANAGEMENT WAS TAUGHT IN THE TRADITIONAL MANNER IN THE CONTROL GROUP OF SIX SCHOOLS. THE NEWLY DEVELOPED INSTRUCTIONAL UNITS WERE USED IN AN UNINTERRUPTED SEQUENCE OF APPROXIMATELY 6 WEEKS IN THE SEVEN SCHOOLS SERVING AS A PILOT-BLOCK GROUP, ANDTHE SAME MATERIAL INTEGRATED WITH OTHER SUBJECT MATTER WAS USED IN NINE SCHOOLS DESIGNATED AS THE PILOT-INTEGRATED GROUP. THE PILOT-BLOCK GROUP OF STUDENTS OBTAINED THE HIGHEST SCORES ON THE

POSTTEST WHICH MEASURED THE UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES, FOLLOWED BY THE PILOT-INTEGRATED AND CONTROL GROUPS. OF 13 VARIABLES STUDIED, ONLY FOUR WERE SIGNIFICANTLY ASSOCIATED WITH AN UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES--STUDENT YEAR IN VOCATIONAL AGRICULTURE, STUDENT YEARS OF FARM EXPERIENCE, STUDENT I.Q., AND NUMBER OF TEACHERS IN THE VOCATIONAL AGRICULTURE DEPARTMENT. THE PILOT TEACHERS WERE STRONGLY IN FAVOR OF USING THE DEVELOPED INSTRUCTIONAL UNITS AND FOUND THEM CHALLENGING, TIME CONSUMING, AND REQUIRING EXTRA PREPARATION, BUT THE EXTRA EFFORTS REQUIRED TENDED TO RESULT IN GREATER STUDENT INTEREST AND ACHIEVEMENT. IT WAS RECOMMENDED THAT THE INSTRUCTIONAL UNITS BE REVISED, BASED ON THE FINDINGS OF THIS STUDY, AND USED WITH A LARGER STUDENT SAMPLE SELECTED AT RANDOM THROUGHOUT THE STATE. THE APPENDIXES CONTAIN A BIBLIOGRAPHY AND POSTTEST SCORES FOR ALL PARTICIPATING SCHOOLS. THIS IS A DIGEST OF A PH.D. DISSERTATION. THE COMPLETE STUDY IS AVAILABLE AS VT 004 154. (WB)

**ED 016 840** **VT 004 157**

*BROWN, BILL WESLEY*

**CHARACTERISTICS OF OUTSTANDING ENGINEERING TECHNICIANS IN ARIZONA.**

NORTHERN ARIZONA UNIV., FLAGSTAFF
REPORT NUMBER BR-6-3029
ARIZONIA OCCUPATIONAL RES. COOR. UNIT, PHOENIX
ARIZONA STATE DEPT. OF VOCATIONAL EDUC., PHOENIX
PUB DATE 19 JUL 67
EDRS PRICE MF-$0.50 HC-$4.56 112P.

DESCRIPTORS *ENGINEERING TECHNICIANS, *INDIVIDUAL CHARACTERISTICS, *OCCUPATIONAL INFORMATION, *Q SORT, ARIZONA, EDUCATIONAL NEEDS, EMPLOYER ATTITUDES, INTERVIEWS, JOB SKILLS, SURVEYS, TECHNICAL EDUCATION,

THE PURPOSE OF THIS STUDY WAS TO IDENTIFY THE KNOWLEDGE, SKILLS, AND JOB RESPONSIBILITIES OF SUCCESSFUL ENGINEERING TECHNICIANS AS INDICATED BY TECHNICIANS AND THEIR EMPLOYERS, TO EXAMINE THE RELATIONSHIPS BETWEEN THE EMPLOYER'S AND THE TECHNICIAN'S VIEWS OF NEEDED KNOWLEDGE AND SKILLS AND TO ASSESS THE IMPLICATIONS OF THE FINDINGS FOR ADJUSTMENTS IN CURRICULUMS FOR ENGINEERING TECHNICIANS. TWO HUNDRED AND TWENTY-ONE PERSONS, IDENTIFIED BY MANAGEMENT PERSONNEL AS THEIR MOST ABLE AND SUCCESSFUL TECHNICIANS, AND 142 IMMEDIATE AND SECOND LEVEL SUPERVISORS WERE INTERVIEWED AND ASKED TO SORT A PACK OF 99 CARDS, EACH CONTAINING DESCRIPTIVE TECHNICAL DATA CONCERNING THINGS TECHNICIANS DO IN VARIOUS SPECIALITIES. THE CARDS WERE SORTED AS DIRECTLY RELATED TO JOB, SOMEWHAT RELATED TO JOB, AND NOT RELATED TO JOB. TECHNICIANS VIEWED THEIR JOBS IN A VERY BROAD SENSE. RESEARCH, DESIGN, OR DEVELOPMENT AND TESTING WERE THEIR MOST FREQUENTLY MENTIONED ACTIVITIES. THE TECHNICAL KNOWLEDGE REQUIRED INVOLVED PRINCIPLES OF ELECTRICITY-ELECTRONICS, MATHEMATICS, AND DRAFTING AND DESIGN AND WAS GENERALLY ACQUIRED ON THE JOB. HOWEVER, TECHNICIANS GENERALLY BELIEVED THAT A 2- OR 4-YEAR FORMAL DEGREE PROGRAM WAS THE BEST PREPARATION FOR THEIR JOBS. MANAGERS AND TECHNICIANS TEND TO AGREE ON INFORMATION, SKILLS, AND KNOWLEDGE IMPORTANT TO THE WORK OF THE TECHNICIANS AND ON THE IMPORTANCE OF EDUCATIONAL PREPARATION. IT WAS CONCLUDED THAT BOTH EDUCATIONAL INSTITUTIONS AND INDUSTRY SHOULD INVESTIGATE THEIR ROLES IN ON-THE-JOB TRAINING FOR TECHNICIANS. (HC)

**ED 016 841** **VT 004 162**

*MALEY, DONALD*

**THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME I, FINAL REPORT FOR PHASE II OF THE CLUSTER CONCEPT PROJECT.**

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-6-2313
PUB DATE AUG 67
GRANT OEG-2-7-062312-0175
EDRS PRICE MF-$1.25 HC-$12.32 306P.

DESCRIPTORS *CURRICULUM DEVELOPMENT, *OCCUPATIONAL CLUSTERS, *TEACHER EDUCATION, *TEACHER PARTICIPATION, *TRADE AND INDUSTRIAL EDUCATION, CURRICULUM RESEARCH, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, PILOT PROJECTS, PROGRAM DEVELOPMENT, SUMMER WORKSHOPS, TEACHER ATTITUDES, TEACHER BACKGROUND, TEACHER EDUCATION CURRICULUM, TEACHER SELECTION,

THE RESULTS OF THE FIRST PHASE OF THE STUDY INDICATED THAT THE CLUSTER CONCEPT WAS AN ACCEPTABLE FORM OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL, AND PROVIDED A SERIES OF COURSE OUTLINES FOR THE OCCUPATIONAL CLUSTERS OF CONSTRUCTION, METAL FORMING AND FABRICATION, AND ELECTRO-MECHANICAL INSTALLATION AND REPAIR. THE SECOND PHASE AIMED TO DEVELOP TEACHERS CAPABLE OF IMPLEMENTING PILOT CLUSTER CONCEPT PROGRAMS AND A TEACHER PREPARATION CURRICULUM FOR SUCH PROGRAMS. ELEVEN TEACHERS WERE SELECTED ON THE BASIS OF STAFF EVALUATION TO PARTICIPATE IN THE PROGRAM. DURING THE SPRING SEMESTER, IN 16 SESSIONS, THEY DEVELOPED INSTRUCTIONAL PLANS FOR IMPLEMENTING THE PROGRAMS, REVIEWED AND EVALUATED INSTRUCTIONAL MATERIALS, AND ARRANGED THE CONTENT OF EACH CLUSTER INTO AN INSTRUCTIONAL SEQUENCE. DURING A 6-WEEK SUMMER WORKSHOP, THEY WORKED WITH INDUSTRIES TO DEVELOP THE TECHNICAL SKILLS AND KNOWLEDGE REQUIRED FOR IMPLEMENTING THE PROGRAMS AND PREPARED OCCUPATIONAL INFORMATION UNITS AND DEVELOPED INSTRUCTIONAL MATERIALS FOR EACH CLUSTER. AS AN OUTGROWTH OF EXPERIENCES AND OBSERVATIONS OF THE WORKSHOP SESSIONS, TEACHER PREPARATION CURRICULUM WAS DEVELOPED. MAJOR DIVISIONS WERE PROFESSIONAL COMPETENCY DEVELOPMENT FOR CLUSTER CONCEPT PROGRAMS, ORGANIZATION AND ADMINISTRATION, TECHNICAL COMPETENCY DEVELOPMENT, AND INSTRUCTIONAL MATERIALS DEVELOPMENT. EACH DIVISION CONSISTED OF UNITS CONTAINING PURPOSE, TIME, TOPICS, PROCEDURES AND ACTIVITES, AND RESOURCES. THE CURRICULUM IS INCLUDED. THREE OTHER VOLUMES (VT 004 163, VT 004 164, VT 004 165) PRESENT THE INSTRUCTIONAL PLANS FOR EACH OF THE OCCUPATIONAL CLUSTERS. (MM)

**ED 016 842** **VT 004 163**

*MALEY, DONALD*

**THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME II, INSTRUCTIONAL PLANS FOR THE CONSTRUCTION CLUSTER.**

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-6-2312
PUB DATE AUG 67
GRANT OEG-2-7-062312-0175
EDRS PRICE MF-$0.75 HC-$6.36 157P.

DESCRIPTORS *CONSTRUCTION OCCUPATIONS, *CURRICULUM GUIDES, *OCCUPATIONAL CLUSTERS, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GRADE 11, GRADE 12,

DESIGNED FOR USE WITH 11TH AND 12TH GRADE STUDENTS, THIS CURRICULUM GUIDE FOR THE OCCUPATIONAL CLUSTER IN CONSTRUCTION WAS DEVELOPED BY PARTICIPATING TEACHERS FROM RESULTS OF THE RESEARCH PROCEDURES DESCRIBED IN VOLUME I (VT 004 162). THE COURSE DESCRIPTION, NEED FOR THE COURSE, COURSE OBJECTIVES, PROCEDURE, AND INSTRUCTIONAL PLAN ARE DISCUSSED BRIEFLY. THE TASKS AND AREAS OF HUMAN REQUIREMENTS ARE ARRANGED IN AN INSTRUCTIONAL SEQUENCE FOR EACH OCCUPATION INCLUDED IN THE CONSTRUCTION CLUSTER--(1) CARPENTRY, (2) ELECTRICITY, (3) MASONRY, (4) PAINTING, AND (5) PLUMBING. SUGGESTED TEACHING METHODS, INSTRUCTIONAL MATERIALS, STUDENT ACTIVITIES, AND EVALUATION PROCEDURES ARE ARRANGED IN COLUMNS OPPOSITE EACH AREA OF HUMAN REQUIREMENT. AN INSTRUCTIONAL MATERIALS LIST CONTAINS BOOKS, FILMS, FILMSTRIPS AND PAMPHLETS. VOLUME III, INSTRUCTIONAL PLANS FOR THE METAL FORMING AND FABRICATION CLUSTER (VT 004 164) AND VOLUME IV, INSTRUCTIONAL PLAN FOR THE ELECTRO-MECHANICAL INSTALLATION AND REPAIR CLUSTER (VT 004 165) COVER THE OTHER TWO OCCUPATIONAL CLUSTERS DEVELOPED BY THE PROJECT. (MM)

**ED 016 843** **VT 004 164**

*MALEY, DONALD*

**THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME III, INSTRUCTIONAL PLANS FOR THE METAL FORMING AND FABRICATION CLUSTER.**

MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-6-2312
PUB DATE AUG 67
GRANT OEG-2-7-062312-0175
EDRS PRICE MF-$0.75 HC-$7.20 178P.

DESCRIPTORS *CURRICULUM GUIDES, *METAL WORKERS, *OCCUPATIONAL CLUSTERS, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GRADE 11, GRADE 12,

DESIGNED FOR USE WITH 11TH AND 12TH GRADE STUDENTS, THIS CURRICULUM GUIDE FOR THE OCCUPATIONAL CLUSTER IN METAL FORMING AND FABRICATION WAS DEVELOPED BY PARTICIPATING TEACHERS FROM RESULTS OF THE RESEARCH PROCEDURES DES-

CRIBED IN VOLUME I (VT 004 162). THE COURSE DESCRIPTION, NEED FOR THE COURSE, COURSE OBJECTIVES, PROCEDURES AND INSTRUCTIONAL PLAN ARE DISCUSSED BRIEFLY. THE TASKS AND HUMAN REQUIREMENTS ARE ARRANGED IN AN INSTRUCTIONAL SEQUENCE FOR EACH OCCUPATION INCLUDED IN THE METAL FORMING AND FABRICATION CLUSTER--ASSEMBLY, MACHINING, SHEET METAL WORK, AND WELDING. SUGGESTED TEACHING METHODS, INSTRUCTIONAL MATERIALS, STUDENT ACTIVITIES, AND EVALUATION PROCEDURES ARE ARRANGED IN COLUMNS OPPOSITE EACH AREA OF HUMAN REQUIREMENT. AN INSTRUCTIONAL MATERIALS LIST OF BOOKS, FILM, FILMSTRIPS AND CHARTS IS INCLUDED. VOLUME II, INSTRUCTIONAL PLANS FOR THE CONSTRUCTION CLUSTER (VT 004 163) AND VOLUME IV, INSTRUCTIONAL PLAN FOR THE ELECTRO-MECHANICAL INSTALLATION AND REPAIR CLUSTER (VT 004 165) COVER THE OTHER TWO OCCUPATIONAL CLUSTERS THAT WERE DEVELOPED BY THE PROJECT. (MM)

**ED 016 844** 08 VT 004 165
*MALEY, DONALD*
**THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME IV, INSTRUCTIONAL PLANS FOR THE ELECTRO-MECHANICAL CLUSTER.**
MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-6-2312
PUB DATE AUG 67
GRANT OEG-2-7-062312-0175
**EDRS PRICE MF-$0.50 HC-$5.08** 125P.
DESCRIPTORS *CURRICULUM GUIDES, *ELECTRICAL OCCUPATIONS, *OCCUPATIONAL CLUSTERS, *TEACHING GUIDES, *TRADE AND INDUSTRIAL EDUCATION, GRADE 11, GRADE 12,
DESIGNED FOR USE WITH 11TH AND 12TH GRADE STUDENTS, THIS CURRICULUM GUIDE FOR THE OCCUPATIONAL CLUSTER IN ELECTRO-MECHANICAL INSTALLATION AND REPAIR WAS DEVELOPED BY PARTICIPATING TEACHERS FROM RESULTS OF THE RESEARCH PROCEDURES DESCRIBED IN VOLUME I (VT 004 162). THE COURSE DESCRIPTIONS, NEED FOR THE COURSE, COURSE OBJECTIVES, PROCEDURES, AND INSTRUCTIONAL PLAN ARE DISCUSSED BRIEFLY. THE TASKS AND HUMAN REQUIREMENTS ARE ARRANGED IN AN INSTRUCTIONAL SEQUENCE FOR EACH OCCUPATION INCLUDED IN THE ELECTRO-MECHANICAL INSTALLATIONS AND REPAIR CLUSTER--AIR CONDITIONING AND REFRIGERATION SERVICING, BUSINESS MACHINE SERVICING, HOME APPLIANCE SERVICING, AND RADIO AND TELEVISION SERVICING. SUGGESTED TEACHING METHODS, INSTRUCTIONAL MATERIALS, STUDENT ACTIVITIES, AND EVALUATION PROCEDURES ARE ARRANGED IN COLUMNS OPPOSITE EACH AREA OF HUMAN REQUIREMENT. AN INSTRUCTIONAL MATERIALS LIST CONTAINS BOOKS, MANUALS, PAMPHLETS, FILMS, FILMSTRIPS, AND CHARTS. VOLUME II, INSTRUCTIONAL PLANS FOR THE CONSTRUCTION CLUSTER (VT 004 163) AND VOLUME III, INSTRUCTIONAL PLANS FOR THE METAL FORMING AND FABRICATION CLUSTER (VT 004 164) COVER THE OTHER TWO OCCUPATIONAL CLUSTERS THAT WERE DEVELOPED BY THE PROJECT. (MM)

**ED 016 845** 08 VT 004 168
**DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY. PHASE I. FINAL REPORT.**
TECHNICAL EDUCATION RESEARCH CTR., CAMBRIDGE, MASS.
REPORT NUMBER BR-5-0175
PUB DATE JUL 67
GRANT OEG-1-6-000366-0658
**EDRS PRICE MF-$0.75 HC-$6.48** 160P.
DESCRIPTORS *BIOMEDICAL EQUIPMENT TECHNICIANS, *CURRICULUM DEVELOPMENT, *HEALTH OCCUPATIONS EDUCATION, *OCCUPATIONAL SURVEYS, EDUCATIONAL NEEDS, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROJECTIONS, OCCUPATIONAL INFORMATION, PROGRAM DEVELOPMENT, QUESTIONNAIRES, TECHNICAL EDUCATION,
OFFICIALS OF A REPRESENTATIVE SAMPLE OF HOSPITALS, BIOMEDICAL EQUIPMENT MANUFACTURERS, AND MEDICAL RESEARCH INSTITUTES IN NEW ENGLAND AND THREE MIDDLE ATLANTIC STATES WERE INTERVIEWED TO DETERMINE THE NEED FOR TECHNICIANS TO SERVICE AND MAINTAIN EQUIPMENT FOUND IN HOSPITALS AND BIOMEDICAL RESEARCH INSTITUTIONS. RESPONSES INDICATED A NEED FOR BETWEEN 1,350 AND 1,450 TECHNICIANS ON CURRENT STAFFS AND BETWEEN 3,200 AND 3,700 BY 1970. FOUR TYPES OF TECHNICIANS WERE IDENTIFIED ACCORDING TO FUNCTIONS AND CAPABILITIES--(1) SERVICE AND MAINTENANCE ONLY, (2) OPERATION, INSTRUCTION IN USE, AND INSTALLATION, (3) DESIGN, MODIFICATION, AND ADAPTATION, AND (4) SALES-ORIENTED FUNCTIONS. ON THE BASIS OF THE INTERVIEW DATA AND DISCUSSIONS AT A CURRICULUM CONFERENCE, THE GENERAL STRUCTURE AND PRELIMINARY OUTLINE OF A 2-YEAR CURRICULUM WERE DEVELOPED TO FORM A TENTATIVE FOUNDATION FOR DETAILED DEVELOPMENT, PILOT TESTING, AND EVALUATION. THE CURRICULUM WAS ESSENTIALLY AN ELECTRONICS TECHNICIAN CURRICULUM WITH A STRONG EMPHASIS ON MEDICAL INSTRUMENTATION. IT CONTAINED A UNIQUE COMPONENT ON BIOMEDICAL EQUIPMENT TECHNIQUES, AS WELL AS ENGLISH, PHYSICS, AND MATHEMATICS. RECOMMENDATIONS WERE--(1) TO ESTABLISH A MINIMUM OF 50 PROGRAMS IN GEOGRAPHICALLY DISPERSED EDUCATIONAL INSTITUTIONS TO MEET THE DEMAND FOR 2,000 TECHNICIANS PER YEAR, (2) TO UNDERTAKE MAJOR CURRICULUM DEVELOPMENT RATHER THAN TO COMBINE EXISTING COURSES, AND (3) TO CONTINUE INTENSIVE RESEARCH TO DEVELOP AN ASSOCIATE DEGREE TYPE OF CURRICULUM ADAPTABLE TO NUMEROUS POST-SECONDARY INSTITUTIONS. (JK)

**ED 016 846** 08 VT 004 193
*HULL, WILLIAM L. AND OTHERS*
**TRAINING INSTITUTE TO UPGRADE TEACHERS OF VOCATIONAL AGRICULTURE IN DISTRIBUTIVE EDUCATION AND SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS. FINAL REPORT.**
OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.
REPORT NUMBER BR-5-0025
PUB DATE SEP 67
CONTRACT OEC-5-85-077
**EDRS PRICE MF-$0.75 HC-$5.40** 133P.
DESCRIPTORS *COOPERATIVE EDUCATION, *DISTRIBUTIVE EDUCATION, *IN-SERVICE TEACHER EDUCATION, *SUMMER INSTITUTES, *VOCATIONAL AGRICULTURE, EDUCATIONAL INNOVATION, INSTRUCTIONAL MATERIALS, OFF FARM AGRICULTURAL OCCUPATIONS, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, VOCATIONAL AGRICULTURE TEACHERS,
TWO 6-WEEK WORKSHOPS WERE CONDUCTED AT OKLAHOMA STATE UNIVERSITY FOR 60 SELECTED VOCATIONAL AGRICULTURE TEACHERS FROM 17 STATES DURING THE SUMMERS OF 1965 AND 1966 WITH THE OBJECTIVES OF (1) UPGRADING TEACHERS IN THE DISTRIBUTIVE PHASES OF VOCATIONAL EDUCATION, (2) ACQUANTING TEACHERS WITH SUPERVISED TRAINING METHODS, (3) HELPING RURAL HIGH SCHOOLS BY QUALIFYING TEACHERS TO CONDUCT DISTRIBUTIVE PROGRAMS, AND (4) ADAPTING EXISTENT INSTRUCTIONAL MATERIAL IN DISTRIBUTIVE EDUCATION TO THE NEEDS OF VOCATIONAL AGRICULTURE. DISTRIBUTIVE EDUCATION COORDINATORS TAUGHT MUCH OF THE COURSE, AND A VARIETY OF METHODS AND ACTIVITIES WERE UTILIZED INCLUDING SEMINARS AND TOURS. TWO WORKSHOPS REPORTS CONTAINING LESSON PLANS, REFERENCES, AND IDEAS, AND MANY PROMOTIONAL AIDS WERE DEVELOPED. MORE THAN 200 COPIES OF THE REPORTS WERE SENT TO PERSONS REQUESTING THEM. PRE- AND POST-TEST DATA SHOWED THAT PARTICIPANTS INCREASED THEIR KNOWLEDGE OF DISTRIBUTION SIGNIFICANTLY. ALTHOUGH FOLLOWUP EVALUATION REVEALED THAT PROGRAM IMPLEMENTATION WAS DIFFICULT, PARTICIPANTS HAD INTEGRATED AGRICULTURAL DISTRIBUTION UNITS OF INSTRUCTION INTO REGULAR INSTRUCTION, AND MOST WERE TEACHING JOB APPLICATION AND SALESMANSHIP, AND MAKING MERCHANDISING MANUALS. TEACHERS IN MULTIPLE TEACHER DEPARTMENTS WERE MORE LIKELY TO HAVE IMPLEMENTED THEIR PROGRAMS. IMPLEMENTING WORKSHOP PLANS WAS DEPENDENT ON PERSONS AND FACTORS OTHER THAN THE PARTICIPANT, SUCH AS AVAILABILITY OF TRAINING STATIONS IN HOME COMMUNITIES. REFERENCES, INSTRUCTIONAL MATERIALS DEVELOPED DURING THE WORKSHOP, EXCERPTS FROM WORKSHOP REPORTS, A SAMPLE COPY OF A NEWSLETTER, AND EVALUATION AND IMPLEMENTATION DATA ARE INCLUDED. (JM)

**ED 016 847** 24 VT 004 197
*HUFF, WILLIAM S.*
**USES OF SYMMETRY IN DESIGN EDUCATION. FINAL REPORT.**
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER CRP-3126
REPORT NUMBER BR-5-0242
PUB DATE MAR 67
CONTRACT OEC-6-10-058
**EDRS PRICE MF-$0.25 HC-$0.84** 19P.
DESCRIPTORS *DESIGN, *MATHEMATICAL CONCEPTS, *SYMMETRY, CONCEPTUAL SCHEMES, ILLUSTRATIONS, STRUCTURAL ANALYSIS, VISUAL DISCRIMINATION,
A THEORY OF STRUCTURE IS ESSENTIAL TO AN OBJECTIVE ORGANIZATION OF BASIC PEDAGOGIES IN DESIGN. THE PURPOSE OF THIS STUDY WAS TO ASSESS THE STRUCTURAL THEORY OF MATHEMATICIAN K.L. WOLF AND TO TRANSLATE THIS THEORY INTO A VISUAL PRODUCT THAT COULD BE USED BY BEGINNING DESIGN

STUDENTS. WOLF DESCRIBES 6 ISOMORPHIC COVERAGE OPERATIONS AND 7 HOMOEOMORPHIC COVERAGE OPERATIONS. TRANSLATION (T), ROTATION (R), AND MIRROR-REFLECTIONS (M) ARE THE THREE PRIME ISOMORPHIC OPERATIONS, AND COUPLED, THE THREE COMBINE INTO THREE MORE ISOMORPHIC OPERATIONS, (T G4; G1 M), (T G4; G1 R), AND (M G4; G1 R). DILATION (D) IS THE BASIC HOMOEOMETRIC OPERATION WHICH IN TURN IS COMBINED WITH THE SIX ISOMORPHS TO COMPLETE THE LIST OF 13 COVERAGE OPERATIONS. IT WAS POSSIBLE TO JUSTIFY ALL 13 OPERATIONS ON VISUAL TERMS AND TO FIND EXTANT NATURAL OR MAN-MADE EXAMPLES OF 12 OF THESE. THE 13TH IS SO COMPLEX THAT IT CAN BE REPRESENTED IN DRAWING BUT MAY NOT EXIST IN ANY KNOWN OBJECT. FURTHER, A THEORY OF DOMAINS WHICH ARE RULED BY ELEMENTS WAS DEVELOPED. IN ANY ISOMORPHIC OR HOMOEOMORPHIC STRUCTURE, EACH DOMAIN IS OF THE SAME OR SIMILAR SHAPE, AND A TOTALITY OF THEM COMPLETELY FILLS SPACE, PLANAR OR THREE-DIMENSIONAL. A PRIMER FOR FIRST-YEAR DESIGN STUDENTS WHICH TRANSLATES THE RATHER ABSTRACT MATHEMATICAL CONCEPT INTO VIVID VISUAL IMAGES HAS BEEN DEVELOPED FROM THIS MATERIAL. (HC)

**ED 016 848** 08 **VT 004 198**
*EDINGTON, EVERETT D.*
**A PROPOSAL FOR THE ESTABLISHMENT OF A STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT. FINAL REPORT.**
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
REPORT NUMBER BR-5-0100
PUB DATE JUL 67
CONTRACT OEC-5-85-116
**EDRS PRICE MF-$0.25 HC-$1.00** 23P.
DESCRIPTORS *EDUCATIONAL RESEARCH, *PROGRAM DESCRIPTIONS, *RESEARCH COORDINATING UNITS, *VOCATIONAL EDUCATION, CALIFORNIA, INFORMATION DISSEMINATION, RESEARCH PROJECTS, STATE PROGRAMS,

MAJOR EMPHASIS, DURING THE FIRST YEAR OF OPERATION, WAS ON--(1) ACTING AS LIAISON WITH STATE AGENCIES, LABOR GROUPS, AND OTHERS INTERESTED IN RESEARCH IN VOCATIONAL EDUCATION, (2) WORKING WITH INSTITUTIONS OF HIGHER EDUCATION IN INITIATING AND CONDUCTING RESEARCH RELATED TO VOCATIONAL EDUCATION, (3) ENCOURAGING SCHOOL DISTRICTS TO DESIGN AND CONDUCT RESEARCH PROJECTS, (4) PROVIDING CONSULTATIVE SERVICES FOR INSTITUTIONS OR GROUPS CONDUCTING RESEARCH IN VOCATIONAL EDUCATION, (5) LOCATING COMPLETED RESEARCH, (6) DISSEMINATING RESEARCH FINDINGS, (7) AIDING SCHOOL DISTRICTS AND INSTITUTIONS IN SECURING FUNDS TO CONDUCT RESEARCH IN VOCATIONAL EDUCATION, AND (8) SPONSORING INSERVICE TRAINING FOR THOSE INTERESTED IN RESEARCH RELATED TO VOCATIONAL EDUCATION. CONSULTING HELP ON RESEARCH DESIGN WAS GIVEN TO 34 LOCAL SCHOOL DISTRICTS, 14 JUNIOR COLLEGES, 14 COLLEGES AND UNIVERSITIES, AND 14 PRIVATE ORGANIZATIONS. THE UNIT ASSISTED WITH 32 RESEARCH PROJECTS IN OPERATION, FUNDED, OR SUBMITTTED TO THE U.S. OFFICE OF EDUCATION. IT CONTACTED OR COORDINATED WORK WITH NINE NATIONAL GROUPS, 18 CALIFORNIA GROUPS, 15 INDIVIDUALS CONDUCTING RESEARCH UNDER THE VOCATIONAL EDUCATION ACT OF 1963, SECTION 4(C), AND 30 CONFERENCES IN WHICH STAFF MEMBERS PARTICIPATED ON 11 PROGRAMS. THE DISSEMINATION FUNCTION INCLUDED ESTABLISHING A LIBRARY OF RESEARCH DOCUMENTS AND MICROFICHE FROM THE EDUCATIONAL RESOURCES INFORMATION CENTER AND THE DEFENSE DOCUMENTATION CENTER, AND PUBLISHING A BIMONTHLY NEWSLETTER AND SEVERAL RESEARCH SUMMARIES. (EM)

**ED 016 849** 08 **VT 004 259**
*GRINDER, ROBERT E.*
**A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH. FINAL REPORT.**
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0121
PUB DATE AUG 67
CONTRACT OEC-5-85-061
**EDRS PRICE MF-$0.75 HC-$5.92** 146P.
DESCRIPTORS *ASPIRATION, *DROPOUT IDENTIFICATION, *HIGH SCHOOL STUDENTS, *PARENT INFLUENCE, *SOCIAL INFLUENCES, COCURRICULAR ACTIVITIES, COLLEGE BOUND STUDENTS, FATHERS, MALES, OCCUPATIONAL CHOICE, PARENT CHILD RELATIONSHIP, PEER RELATIONSHIP, POTENTIAL DROPOUTS, QUESTIONNAIRES, SENIOR HIGH SCHOOLS, STUDENT CHARACTERISTICS, STUDENT INTERESTS,

THE MAJOR EMPHASIS OF THE STUDY WAS UPON THE HYPOTHESIS THAT, AMONG ADOLESCENT BOYS, STRONG ORIENTATION TOWARD THE FATHER AND DISINTEREST IN THE YOUTH CULTURE WILL PREDICT INVOLVEMENT IN THE COLLEGE-BOUND HIGH SCHOOL PROGRAM, AND CONVERSELY, WEAK ORIENTATION TOWARD THE FATHER AND HIGH INVOLVEMENT IN THE YOUTH CULTURE WILL PREDICT POTENTIAL DROPOUT STATUS. PROCEDURES INCLUDED (1) ADMINISTERING A SOCIAL INTERESTS INVENTORY COMPRISED OF 100 LIKERT-TYPE ITEMS TO 2,220 11TH AND 12TH GRADE BOYS IN SEVEN HIGH SCHOOLS, (2) ADMINISTERING AN ACTIVITY INVENTORY AND A PEER NOMINATIONS INVENTORY TO 676 OF THESE BOYS, AND (3) ANALYZING SCHOOL RECORDS FOR AGE, ABSENCES, CREDITS, CURRICULA, APTITUDE TEST SCORES, FATHER-PRESENCE, AND FATHER'S OCCUPATION. STATISTICAL PROCEDURES RANGED FROM ITEM ANALYSES TO MULTIVARIATE CLASSIFICATION ANALYSIS. THE MAJOR FINDINGS CONFIRMED THE GENERAL HYPOTHESIS THAT SUBJECTS CAN BE GROUPED INTO POTENTIAL-DROPOUT, GENERAL-PROGRAM, AND COLLEGE-BOUND CLASSIFICATIONS AT AN ACCEPTABLE LEVEL OF STATISTICAL SIGNIFICANCE. INVOLVEMENT IN SCHOOL ACTIVITIES WAS LEAST AMONG BOYS WHO POSSESSED LOW ACADEMIC STANDING, LOW ACADEMIC ASPIRATIONS, LOW FATHER-SON AGREEMENTS, AND LOW FATHER OCCUPATIONAL LEVEL. STRONG YOUTH-CULTURE INTERESTS, AND, TO A LESSER EXTENT, LOW FATHER-ORIENTATION WERE RELATED TO LOW SCHOOL COMMITMENT. YOUTH CULTURE INCENTIVES IN THE CONTEXT OF A FEW SAME SEX FRIENDS SEEMED TO BE GIVEN IMPETUS BY LOW REGARD FOR THE JOB HELD BY THE FATHER FIGURE. IT WAS SUGGESTED THAT AN IMPORTANT ASPECT OF REHABILITATING POTENTIAL-DROPOUTS WOULD BE TO PROVIDE APPROPRIATE FATHER SURROGATES (WORK-ROLE MODELS FOR POTENTIAL DROPOUTS). (PS)

**ED 016 850** **VT 004 295**
*MCFADDEN, DENNIS*
**DEVELOPMENT AND UTILIZATION OF A NATIONAL VOCATIONAL-TECHNICAL SCHOOL ACHIEVEMENT TESTING PROGRAM USING THE PRINTING TRADES AS A PILOT AREA. FINAL REPORT.**
OHIO TRADE AND INDUSTRIAL EDUCATION SER., COLUMBUS
PUB DATE AUG 67
CONTRACT OEC-5-85-011
**EDRS PRICE MF-$0.75 HC-$5.36** 132P.
DESCRIPTORS *ACHIEVEMENT TESTS, *PERFORMANCE TESTS, *PRINTING, *STUDENT EVALUATION, *TRADE AND INDUSTRIAL EDUCATION, ACHIEVEMENT, GRADE 12, NATIONAL COMPETENCY TESTS, OHIO PRINTING ACHIEVEMENT TEST, OHIO PRINTING PERFORMANCE TEST, PERSONNEL EVALUATION, STUDENT TESTING, TASK PERFORMANCE, TEST CONSTRUCTION, TEST RELIABILITY, TEST VALIDITY,

THE PURPOSE OF THIS PILOT PROJECT WAS TO DEVELOP AND VALIDATE TESTS TO ASSESS STUDENT ACHIEVEMENT IN TWELFTH GRADE VOCATIONAL PRINTING PROGRAMS. THE OHIO PRINTING ACHIEVEMENT TEST AND A NEW TEST DEVELOPED BY THE PROJECT, THE OHIO PRINTING PERFORMANCE TEST, WERE ADMINISTERED TO A SAMPLE OF STUDENTS WHO WERE NEARING COMPLETION OF THE 4-YEAR VOCATIONAL PRINTING COURSE IN 77 HIGH SCHOOLS IN 29 STATES AND THE DISTRICT OF COLUMBIA, AND NATIONAL NORMS WERE ESTABLISHED. A JOB PERFORMANCE CRITERION MEASURE WAS DEVELOPED WITH WHICH TO VALIDATE THE TWO ACHIEVEMENT MEASURES, AND MEASURES OF JOB PERFORMANCE WERE OBTAINED FROM THE JOB SUPERVISORS OF GRADUATES WHO HAD PARTICIPATED IN THE NORMING ADMINISTRATION. IT WAS CONCLUDED THAT THE THREE TESTS WERE VALID AND RELIABLE AND THAT VOCATIONAL GRADUATES WHO ENTERED PRINTING OCCUPATIONS HAD SIGNIFICANTLY GREATER MEAN LEVEL OF ACHIEVEMENT THAN THE TOTAL NORM GROUP. A LIST OF REFERENCES, A SUGGESTED PRINTING COURSE OUTLINE, THE JOB PERFORMANCE RATING SCALE, A LIST OF PARTICIPATING SCHOOLS, AND MULTIPLE REGRESSION ANALYSIS TABLES ARE INCLUDED. (EM)

**ED 016 851** **VT 004 335**
*WYLLIE, EUGENE DONALD*
**AN EVALUATION PLAN FOR BUSINESS EDUCATION PROGRAMS IN HIGH SCHOOLS. SOUTH-WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION, NUMBER 109.**
PUB DATE SEP 63
**EDRS PRICE MF-$0.25 HC-$1.68** 40P.
DESCRIPTORS *BUSINESS EDUCATION, *EVALUATION CRITERIA, *EVALUATION TECHNIQUES, *PROGRAM EVALUATION, HIGH SCHOOLS, RATING SCALES,

THIS PLAN WAS DEVELOPED FROM A DOCTORAL STUDY WITH THE COOPERATION OF MEMBERS OF THE INDIANA BUSINESS EDUCATION ASSOCIATION. IT WAS USED FOR EVALUATION PURPOSES IN 25 HIGH SCHOOLS AND REVISED. THE EVALUATION INSTRUMENT CONSISTS OF NINE SECTIONS WITH SUBSECTIONS--(1) CURRICULUM, (2) INSTRUCTIONAL CONTENT, (3) INSTRUCTIONAL ACTIVITIES,

METHODS, AND PROCEDURES, (4) INSTRUCTIONAL MATERIALS, (5) GUIDANCE, (6) EXTRACLASS ACTIVITIES, (7) HOME, BUSINESS, AND COMMUNITY RELATIONS, (8) PHYSICAL FACILITIES AND EQUIPMENT, AND (9) STAFF. EACH SUBSECTION IS INTRODUCED BY A CRITERION FOLLOWED BY A SERIES OF CHECK-LIST ITEMS WHICH ARE SPECIFIC STATEMENTS OF OPTIMUM CONDITIONS, PRACTICES, AND CHARACTERISTICS RELATING TO THE COMPREHENSIVE GENERAL CRITERION. EACH STAFF MEMBER IS REQUIRED TO MAKE AN INDIVIDUAL EVALUATION ON SPECIFIC POINTS OF EACH SUBSECTION AND A GENERAL, OVERALL EVALUATION OF THE WHOLE SUBSECTION. THE ENTIRE STAFF, MEETING TOGETHER, THEN EVALUATES BOTH THE SPECIFIC ITEMS AND EACH SUBSECTION AS A WHOLE. A DEPARTMENTAL PROFILE IS THEN CONSTRUCTED IN GRAPHIC FORM AS A SUMMARY OF ALL EVALUATIONS MADE OF ALL 27 SUBSECTIONS. (PS)

**ED 016 852** VT 004 348

*HARRIS, WAYNE M.*

**A PROPOSED MODEL FOR AN INFORMATION STORAGE AND RETRIEVAL SYSTEM FOR REPORTING JOB PLACEMENT FOLLOW-THROUGH DATA OF PERSONS TRAINED IN INDUSTRIAL EDUCATION PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS. TENTATIVE DRAFT.**

CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO

PUB DATE JUN 67

**EDRS PRICE MF-$0.25 HC-$1.84 44P.**

DESCRIPTORS *DATA COLLECTION, *INFORMATION SYSTEMS, *MODELS, *SYSTEMS APPROACH, *VOCATIONAL FOLLOWUP, CALIFORNIA, ELECTRONIC DATA PROCESSING, INDUSTRIAL EDUCATION, JOB PLACEMENT, PROJECT JOB DATA, RECORDS (FORMS),

THE PURPOSES OF THIS STUDY WERE TO DEVELOP A MODEL FOR COMPARING VOCATIONAL JOB PLACEMENT WITH ENROLLMENT AND TO MAKE RECOMMENDATIONS FOR ITS APPLICATION ON A STATEWIDE BASIS. THE MODEL WAS ESTABLISHED THROUGH SEARCHING LITERATURE, CONSULTING WITH EDUCATORS AND ELECTRONIC DATA PROGRAMERS, AND OBSERVING EXISTING PROGRAMS. IT WAS ESSENTIALLY A DATA COLLECTION PROCEDURE AND A DATA PROCESSING PROGRAM FOR SUBSEQUENT HANDLING AND STORAGE OF THE DATA. IT USES FEEDBACK AND ERROR CONTROL FEATURES. THE PRESCORED CARD WAS SELECTED FOR THE QUESTIONNAIRE INSTRUMENT. RESPONSE POSITIONS, PUNCHED OUT BY HAND, ARE READ DIRECTLY BY VARIOUS ELECTRONIC DATA PROCESSING TECHNIQUES. THE REGISTRATION FORMS, VERIFICATION OF ENROLLMENT AND ADDRESSES, AND THE IN-CLASS FOLLOWUP FORMS ARE COMPLETED BY ALL INDUSTRIAL EDUCATION STUDENTS WHILE STILL IN SCHOOL. THE FOLLOWUP FORMS ARE LATER MAILED TO THE STUDENTS. STANDARDIZED FORMS WERE DEVELOPED FOR (1) STANDARDIZED REGISTRATION FOR JUNIOR COLLEGES, (2) VERIFICATION OF ENROLLMENT, (3) VERIFICATION OF ADDRESSES, (4) IN-CLASS FOLLOW-THROUGH, AND (5) OUT-OF-CLASS FOLLOW-THROUGH. THE SYSTEM, AS PLANNED, MAY STAND ALONE, OPERATE IN CONJUNCTION WITH OTHER ELECTRONIC DATA PROCESSING PROJECTS, OR BECOME A PART OF LARGER INFORMATION STORAGE AND RETRIEVAL SYSTEMS. IT IS VERSATILE AND WILL ACCEPT NEW TYPES OF DATA AND DATA GATHERING TECHNIQUES FOR OTHER EVALUATIONS AND ASSESSMENTS OF INDUSTRIAL EDUCATION. THE APPENDIX INCLUDES (1) SAMPLE REPORT FORMS, (2) MAILING PROCEDURES,*(3) DEFINITIONS, AND (4) A BIBLIOGRAPHY. A FLOW CHART OF THE MODEL IS INCLUDED. (EM)

**ED 016 853** VT 004 364

*HENSEL, JAMES W. JOHNSON, CECIL H., JR.*

**AN EVALUATION OF THE OFF-FARM AGRICULTURAL OCCUPATIONS MATERIALS.**

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

REPORT NUMBER RES-SER-21

PUB DATE OCT 67

**EDRS PRICE MF-$0.50 HC-$3.48 85P.**

DESCRIPTORS *ADOPTION (IDEAS), *INFORMATION DISSEMINATION, *INSTRUCTIONAL MATERIALS, *OFF FARM AGRICULTURAL OCCUPATIONS, *VOCATIONAL AGRICULTURE, CURRICULUM GUIDES, HIGH SCHOOLS, NATIONAL SURVEYS, STATE SUPERVISORS, VOCATIONAL AGRICULTURE TEACHERS,

QUESTIONNAIRES WERE MAILED TO 50 STATE SUPERVISORS OF AGRICULTURAL EDUCATION AND 373 HIGH SCHOOL TEACHERS IDENTIFIED AS PURCHASERS OF CENTER-DEVELOPED AND -DISSEMINATED MATERIAL TO EVALUATE THE CONTENT OF COURSE OUTLINES AND INSTRUCTIONAL MATERIALS PREPARED FOR TEACHING OFF-FARM AGRICULTURAL OCCUPATIONS. COMPLETED QUESTIONNAIRES WERE RETURNED BY 42 OF THE 50 STATE SUPERVISORS AND 297 OF THE 373 TEACHERS. SPECIFIC OBJECTIVES OF THE STUDY WERE TO DETERMINE THE DISTRIBUTION OF MATERIALS, TO DETERMINE THE EXTENT TO WHICH THEY INFLUENCED LOCAL AND STATE PROGRAMS IN EACH OF THE OCCUPATIONAL AREAS, AND TO ASSESS THE EFFECTIVENESS OF THE MATERIALS USED IN THE CLASSROOM INCLUDING THE DEGREE OF ACCEPTANCE BY THE TEACHERS. SOME FINDINGS WERE--(1) VOCATIONAL AGRICULTURE TEACHERS PLACED 71.6 PERCENT OF ALL ORDERS FOR THE MATERIALS, (2) THE MOST FREQUENTLY PURCHASED MATERIALS WERE THE COURSE OUTLINES AND MODULES IN THE AGRICULTURAL SUPPLY, HORTICULTURE, AND AGRICULTURAL MACHINERY AREAS, (3) MOST VOCATIONAL AGRICULTURE TEACHERS WHO USED THE MATERIALS INDICATED THAT THEY WERE OF HIGH VALUE IN INITIATING AND DEVELOPING OFF-FARM AGRICULTURAL OCCUPATIONS PROGRAMS, AND (4) STATE SUPERVISORS OF AGRICULTURAL EDUCATION INDICATED THAT THE MATERIALS WERE USED TO A GREAT EXTENT IN PLANNING STATE PROGRAMS IN OFF-FARM AGRICULTURAL OCCUPATIONS. IT WAS CONCLUDED THAT THE MATERIALS WERE WELL DISTRIBUTED GEOGRAPHICALLY AMONG THE AGRICULTURE TEACHERS, FAVORABLY RECEIVED BY STATE SUPERVISORY PERSONNEL, AND GENERALLY WELL ACCEPTED BY THE TEACHERS INCLUDED IN THE SURVEY. IT WAS RECOMMENDED THAT AN EFFORT BE MADE BY STATE AND AREA SUPERVISORY PERSONNEL TO ACQUAINT MORE VOCATIONAL AGRICULTURE TEACHERS WITH THESE OFF-FARM AGRICULTURAL OCCUPATIONS MATERIALS. THE APPENDIXES CONTAIN COPIES OF THE SURVEY INSTRUMENTS AND TABLES OF RELATED DATA. (WB)

**ED 016 854** VT 004 365

*DOMMER, CAROLYN*

**HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT. FINAL REPORT.**

MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.

PUB DATE 67

CONTRACT OEC-5-85-111

**EDRS PRICE MF-$0.25 HC-$1.36 32P.**

DESCRIPTORS *CURRICULUM DEVELOPMENT, *FOOD SERVICE WORKERS, *OCCUPATIONAL HOME ECONOMICS, *PILOT PROJECTS, HOSPITALITY EDUCATION, MICHIGAN, PROGRAM DEVELOPMENT,

THE PURPOSE OF THE PROJECT WAS TO GAIN INFORMATION USEFUL IN DEVELOPING PROGRAMS FOR PREPARING PERSONS FOR EMPLOYMENT IN OCCUPATIONS INVOLVING HOME ECONOMICS KNOWLEDGE AND SKILLS AND FOR PREPARING TEACHERS. THE INITIAL CURRICULUM IN HOSPITALITY EDUCATION, TRAINING IN TRADE AND PERSONAL SERVICE OCCUPATIONS PROVIDING FOOD, LODGING, AND RECREATION, WAS LIMITED TO PREPARATORY INSTRUCTION IN COMMERCIAL FOODS. SEVEN SCHOOLS IN TOURIST, URBAN, AND SUBURBAN AREAS OF THE STATE SERVED AS SITES. FIVE OF THE SEVEN PROGRAMS WERE ORGANIZED AS PART OF THE ESTABLISHED HOME ECONOMICS PROGRAMS. EACH SCHOOL GAVE INSTRUCTION FOR TWO PERIODS DAILY IN COMMERCIAL FOODS OCCUPATIONS SUCH AS COOK'S ASSISTANT, GRILL ASSISTANT, BAKER'S HELPER, SALAD GIRL, STOCK BOY, WAITER OR WAITRESS, AND BUS BOY. STUDENTS HAD SUPERVISED WORK EXPERIENCE IN THE SCHOOL LUNCH PROGRAM. THE MAJORITY OF THE 121 STUDENTS IN THE PROGRAM WERE 11TH GRADERS AND OF AVERAGE ABILITY. FIVE OF THE SEVEN PROGRAMS WERE COEDUCATIONAL. LOCAL TEACHERS SERVED AS RESEARCH ASSOCIATES ON THE PROJECT, DEVELOPING AND COLLECTING REFERENCES AND INSTRUCTIONAL MATERIAL BOTH IN THE SCHOOLS AND IN WORKSHOPS AND INSTITUTES. PUBLICATION OF THE MATERIALS WAS ANTICIPATED DURING THE 1967-68 SCHOOL YEAR. THE COOPERATIVE PHASE OF THE PROGRAM WAS EXPECTED TO BEGIN IN SEPTEMBER 1967. MAJOR FUNCTIONS OF THE PROJECT WERE EXPECTED TO CONTINUE TO INCLUDE TEACHER EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS DEVELOPMENT, DATA COLLECTION AND ANALYSIS, AND REPORTING. THE DOCUMENT INCLUDES ORGANIZATIONAL DATA, SUGGESTED PROGRAM PATTERNS AND CURRICULUM CONTENT, OCCUPATIONAL OPPORTUNITIES IN CHART FORM, AND LISTS OF PROJECT PERSONNEL AND CONSULTANTS. (FP)

**ED 016 855** VT 004 394

*VENN, GRANT*

**THE CHALLENGE OF VOCATIONAL EDUCATION FOR SCHOOLS, STATES, AND THE NATION.**

OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.

PUB DATE 67

**EDRS PRICE MF-$0.25 HC-$0.68 15P.**

DESCRIPTORS *EDUCATIONAL PROBLEMS, *FEDERAL LEGISLATION, *VOCATIONAL EDUCATION, SPEECHES,

THE MAJOR DILEMMA AND CHALLENGE FACING VOCATIONAL EDUCATION IS THE

FACT THAT SOCIAL CHANGES LAG FAR BEHIND TECHNOLOGICAL CHANGES. BASIC ISSUES RELATING TO THIS DILEMMA INCLUDE--(1) DROPOUTS LEAVE SCHOOL BEFORE THEY ACQUIRE VOCATIONAL SKILLS, (2) ADOLESCENTS IN OUR CULTURE LACK A CLEARCUT WAY TO MOVE FROM CHILDHOOD TO A CONTRIBUTING ROLE AS AN ADULT IN SOCIETY, (3) RAPID CHANGE, INCREASING EDUCATIONAL LEVELS, AND GREATER NEEDS TEND TO ISOLATE PEOPLE FROM SOCIETY FOR ECONOMIC REASONS, WHILE GEOGRAPHICAL ISOLATION CAUSES MANY RURAL AREAS TO BE LEFT OUT OF THE MAINSTREAM OF TECHNOLOGICAL DEVELOPMENT, (4) THE RISING ASPIRATION RATE OFTEN EXCEEDS RESULTS AND RISING FRUSTRATION EXCEEDS BOTH, (5) THE EDUCATIONAL LEVEL OF ADULTS OFTEN HINDERS THEIR ADJUSTMENT TO CHANGES, (6) A LACK OF CLEAR CUT JURISDICTIONAL CONTROL OVER PROGRAMS CONFUSES THE RESPONSIBILITY FOR THEM, AND (7) WHETHER TO EDUCATE FOR A JOB AND A SATISFYING ROLE IN SOCIETY OR TO REMEDY AND CORRECT MUST BE DECIDED. TO RESOLVE THESE ISSUES, THE BELIEF THAT OCCUPATIONAL EDUCATION IS THE REAL PREPARATION FOR LIFE MUST BE IMPLEMENTED BY PROVIDING THE BEST POSSIBLE VOCATIONAL EDUCATION FOR THE GREATEST POSSIBLE NUMBER OF PEOPLE. TO ACHIEVE THIS, THE ADMINISTRATION HAS INTRODUCED A PROPOSED AMENDMENT TO THE VOCATIONAL EDUCATION ACT OF 1963 TO SET UP PILOT PROGRAMS, COSTING AN ESTIMATED $30 MILLION ANNUALLY, TO FIND WAYS TO OVERCOME THE BASIC PROBLEMS. THE AMENDMENT HAS FOUR ASPECTS--AN EXPLORATORY OCCUPATIONAL EDUCATION PROGRAM FOR ALL JUNIOR HIGH SCHOOL STUDENTS, PROJECTS TO ASSIST THE STUDENT IN DEVELOPING TO HIS MAXIMUM THROUGH EDUCATIONAL PART-TIME WORK EXPERIENCE, A SERVICE IN SCHOOLS FOR PLACING STUDENTS IN ENTRY JOBS, AND THE DEVELOPMENT OF NEW CURRICULA IN VOCATIONAL EDUCATION TO SERVE THOSE NOW BEING IGNORED. WHETHER THIS AMENDMENT BECOMES LAW OR NOT, FEDERAL PERSONNEL ARE SAYING, "THE RESPONSIBILITY OF THE SCHOOLS FOR ITS STUDENTS CANNOT BE OVEREMPHASIZED. THE RESPONSIBILITY IS NOT JUST FOR INSTRUCTION. IT APPLIES TO THOSE WHO LEAVE AS WELL AS THOSE WHO REMAIN--TO THE DROPOUTS AS WELL AS TO THE STAYINS." THIS SPEECH WAS DELIVERED AT THE AMERICAN VOCATIONAL ASSOCIATION CONVENTION (CLEVELAND, OHIO, DECEMBER 6, 1967). (EM)

**ED 016 856** **VT 004 397**
*CRAWFORD, THOMAS JAMES*
**THE EFFECT OF EMPHASIZING PRODUCTION TYPEWRITING, CONTRASTED WITH SPEED TYPEWRITING IN DEVELOPING PRODUCTION TYPEWRITING ABILITY. SOUTHWESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION, NUMBER 97.**
PUB DATE MAR 60
**EDRS PRICE MF-$0.25 HC-$1.60 38P.**

DESCRIPTORS *BUSINESS EDUCATION, *EDUCATIONAL EXPERIMENTS, *METHODS RESEARCH, *TEACHING METHODS, *TYPEWRITING, COMPARATIVE ANALYSIS, CONTROL GROUPS, DOCTORAL THESES, EXPERIMENTAL GROUPS, INDIANA UNIVERSITY,

THE PURPOSE OF THIS STUDY WAS TO COMPARE TWO TEACHING METHODS FOR DEVELOPING PRODUCTION TYPEWRITING ABILITY. THE TRADITIONAL, SPEED-EMPHASIS METHOD AND THE EXPERIMENTAL, PRODUCTION-EMPHASIS METHOD, WERE USED DURING 50-MINUTE PERIODS FOR 61 SESSIONS EACH SEMESTER WITH STUDENTS ENROLLED IN INTERMEDIATE TYPEWRITING AT INDIANA UNIVERSITY DURING 1954-55. DURING THE FIRST SEMESTER, THERE WERE 37 STUDENTS IN THE CONTROL GROUP AND 85 STUDENTS IN THREE EXPERIMENTAL-GROUP CLASSES. IN THE SECOND SEMESTER, THERE WERE 22 STUDENTS IN THE CONTROL GROUP AND 82 STUDENTS IN THE THREE EXPERIMENTAL CLASSES. THE TWO GROUPS WERE EQUATED IN TERMS OF INITIAL PRODUCTION, NET STROKING, NET PERFORMANCE, RELATED INFORMATION, PSYCHOLOGICAL SCORE, AND READING COMPREHENSION. AT THE BEGINNING AND END OF EACH SEMESTER, TESTS OF PRODUCTION ABILITY, NET STROKING SPEED, NET PERFORMANCE, AND RELATED INFORMATION WERE ADMINISTERED. AT THE BEGINNING OF THE EXPERIMENT IN BOTH SEMESTERS, THE CONTROL GROUP SHOWED HIGHER PRODUCTION ABILITY THAN THE EXPERIMENTAL GROUP. AT THE END OF THE FIRST SEMESTER, THE EXPERIMENTAL GROUP HAD A FINAL PRODUCTION-RATE MEAN OF 13.15 WORDS PER MINUTE (WPM) AND THE CONTROL GROUP A MEAN OF ONLY 7.70 WPM. AT THE END OF THE SECOND SEMESTER, THE EXPERIMENTAL-GROUP MEAN WAS 13.17 WPM AND THE CONTROL GROUP 8.23 WPM. IT WAS RECOMMENDED THAT TYPEWRITING COURSES BE ORGANIZED TO INCLUDE INTENSIVE INSTRUCTION IN PRODUCTION TECHNIQUES AND PROCEDURES. ADDITIONAL FINDINGS AND IMPLICATIONS ARE GIVEN. THIS IS AN ABSTRACT OF A PH.D. DISSERTATION COMPLETED AT THE UNIVERSITY OF PITTSBURGH IN 1956. (PS)

**ED 016 857** **VT 004 398**
*LOMAX, PAUL S.* *WILSON, W. HARMON*
**IMPROVING RESEARCH IN BUSINESS EDUCATION. DELTA PI EPSILON MONOGRAPH 105.**
PUB DATE 62
**EDRS PRICE MF-$0.25 HC-$1.16 27P.**

DESCRIPTORS *BUSINESS EDUCATION, *EDUCATIONAL RESEARCH, *RESEARCH DESIGN, *RESEARCH METHODOLOGY,

THE PURPOSE OF THIS MONOGRAPH IS TO DISCUSS SOME PRINCIPLES OR GUIDES THAT SHOULD BE KEPT IN MIND TO INSURE DEVELOPMENT OF SOUND RESEARCH CONCLUSIONS AND RECOMMENDATIONS BY WHICH THE QUALITY OF BUSINESS EDUCATION CAN BE UPGRADED. THE MAJOR DIVISIONS ARE (1) NATURE OF SCIENCE AND ITS RELATIONSHIP TO PHILOSOPHY AND ART, (2) NATURE OF SCIENTIFIC OR RESEARCH METHODOLOGY, (3) COMPONENTS OF RESEARCH METHODOLOGY, AND (4) SOME WEAKNESSES, PITFALLS, AND FALLACIES IN BUSINESS EDUCATION RESEARCH. SUGGESTIONS ARE MADE FOR IMPROVING THE USE OF RESEARCH METHODOLOGY IN TERMS OF THE FOLLOWING COMPONENTS WHICH ARE THE ESSENTIAL ELEMENTS OF THE PROCESS OF REFLECTIVE THINKING AND THE LOGICAL DIVISIONS OF A RESEARCH REPORT--(1) THE PROBLEM, (2) HYPOTHESES OR ASSUMPTIONS, (3) BIBLIOGRAPHY OF RELEVANT REFERENCES, (4) METHOD OF SOLUTION OR PROCEDURES WHICH INCLUDES THE HISTORICAL, NORMATIVE-SURVEY, EXPERIMENTAL, PROGNOSTIC OR PREDICTIVE, AND PHILOSOPHIC, (5) PRESENTATION AND INTERPRETATION OF THE DATA AND THE FINDINGS, AND (6) FORMULATION OF CONCLUSIONS AND RECOMMENDATIONS. WEAKNESSES DISCUSSED INCLUDE LIMITATIONS OF SURVEYS, ASSUMPTION THAT THE MAJORITY IS RIGHT, LACK OF DEPTH, LACK OF AN APPROPRIATE SAMPLE, LACK OF PROPER PERSPECTIVE, FAILURE TO PENETRATE THE PROBLEM, AND ASSUMPTION THAT FREQUENCY OF OCCURRENCE DETERMINES IMPORTANCE. (PS)

**ED 016 858** **08** **VT 004 417**
*SWANSON, J. CHESTER*
**A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT.**
CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.
REPORT NUMBER BR-6-2921
PUB DATE AUG 67
GRANT OEG-4-6-000542-0001
**EDRS PRICE MF-$1.25 HC-$12.72 316P.**

DESCRIPTORS *EDUCATIONAL ADMINISTRATION, *NATIONAL SURVEYS, *PROGRAM EVALUATION, *STATE DEPARTMENTS OF EDUCATION, *VOCATIONAL EDUCATION, EDUCATIONAL PROGRAMS, EXPENDITURES, LEADERSHIP RESPONSIBILITY, MEASUREMENT INSTRUMENTS, ORGANIZATION, PROFESSIONAL PERSONNEL, ROLE PERCEPTION, SELF EVALUATION, STAFF ROLE, STATE FEDERAL SUPPORT, STUDENT ENROLLMENT, TECHNICAL EDUCATION, VOCATIONAL EDUCATION TEACHERS,

THE OBJECTIVES OF FIVE RELATIVELY INDEPENDENT STUDIES WERE TO DESCRIBE AND INDICATE DIFFERENCES OF ORGANIZATION, PERSONNEL, AND SERVICE IN THE STATES, IDENTIFY AND ANALYZE PERCEPTIONS OF STATE AGENCY ROLES AND FUNCTIONS, ANALYZE ACTIVITIES OF SELECTED PROFESSIONAL STAFF POSITIONS, DESIGN AND FIELD TEST AN INSTRUMENT FOR SELF ANALYSIS OF STATE AGENCIES, AND ANALYZE STATE AND FEDERAL EXPENDITURES FOR VOCATIONAL PROGRAMS. DATA WERE OBTAINED IN VISITS TO THE STATES AND PUERTO RICO THROUGH GROUP AND INDIVIDUAL INTERVIEWS AND RECORDS, AND OTHER DOCUMENTS. CONCLUSIONS INCLUDED--(1) THERE WAS GREAT VARIATION AMONG THE 50 STATES IN THE RATIO OF PROFESSIONAL STAFF MEMBERS IN THE STATE AGENCY TO VOCATIONAL TEACHERS, (2) THE STATE DEPARTMENT OF VOCATIONAL EDUCATION WAS LESS CONFIDENT ABOUT THE JOB IT WAS DOING THAN WAS THE GROUP TO WHICH IT WAS IMMEDIATELY RESPONSIBLE, (3) ALL GROUPS INDICATED THE MAJOR PORTION OF THEIR TIME WAS SPENT PLANNING, CONSULTING, COMMUNICATING, AND TRAVELING, WITH THE MAJOR FOCI PROBLEM IDENTIFICATION AND DEFINITION, AND PROGRAM DESIGN AND DEVELOPMENT, AND (4) THE TOTAL EXPENDITURES MORE THAN DOUBLED BETWEEN 1962-63 AND 1965-66. A "FORMAT AND CRITERIA FOR SELF-ANALYSIS BY STATE AGENCIES FOR VOCATIONAL-TECHNICAL EDUCATION" WAS DESIGNED, DEVELOPED, PARTIALLY REFINED AND INITIALLY FIELD TESTED. VOLUME II (VT 004 418) CONTAINS THE APPENDIX TO THESE STUDIES. (EM)

**ED 016 859** **08** **VT 004 482**
*MORPHONIOS, ALEX G.*
**COMPUTER-AIDED DRAFTING AND DESIGN,**

**A THREE-WEEK SUMMER INSTITUTE TRAINING PROGRAM (MIAMI-DADE JUNIOR COLLEGE, MIAMI, FLORIDA, JULY 10, 1967 - JULY 28, 1967). FINAL REPORT.**
MIAMI-DADE JUNIOR COLL., FLA.
REPORT NUMBER BR-7-0435
PUB DATE 67
GRANT OEG-2-7-070435-3135
**EDRS PRICE MF-$1.25 HC-$12.00 298P.**

DESCRIPTORS *COMPUTER ASSISTED INSTRUCTION, *DRAFTING, *ENGINEERING DRAWING, *INSTRUCTIONAL MATERIALS, *SUMMER INSTITUTES, COMPUTER PROGRAMS, PROGRAMING, TEACHER EDUCATION,

THIRTY-SIX INSTRUCTORS, SUPERVISORS, AND DEPARTMENT CHAIRMEN IN AREAS OF DRAFTING, ENGINEERING, MANUFACTURING, AND COMPUTER TECHNOLOGY AT JUNIOR COLLEGES, TECHNICAL, AND AREA VOCATIONAL SCHOOLS IN 20 STATES ATTENDED A 3-WEEK SUMMER INSTITUTE TRAINING PROGRAM ON COMPUTER-AIDED DRAFTING AND DESIGN. EXPERIENCE IN PROGRAMING THE IBM SYSTEM 1620 WITH AN ON-LINE 1627 PLOTTER UTILIZING THE DRAFTING LANGUAGE WAS PROVIDED. THREE LANGUAGES WERE USED--THE DRAFTING LANGUAGE, COGO (COORDINATE GEOMETRY) USED IN CIVIL ENGINEERING, AND THE LANGUAGE FOR NUMERICAL CONTROL. THIS PUBLICATION CONTAINS (1) THE REFERENCE MATERIALS AND PROGRAMING EXERCISES USED IN THE INSTITUTE, INCLUDING ILLUSTRATIONS DRAWN AND DESIGNED WITH THE ON-LINE 1627 PLOTTER, (2) CODE INSTRUCTIONS FOR PROGRAMING THE PRATT-WHITNEY TAPE-O-MATIC DRILLING MACHINE, (3) DETAILED INSTRUCTIONS FOR USE OF THE AUTOSPOT (AUTOMATIC SYSTEM FOR POSITIONING TOOLS) PROGRAM SYSTEM, AND (4) PLOTTING ROUTINES FOR THE COGO SYSTEM WHICH ALLOW THE USER TO DISPLAY GRAPHICALLY ON AN IBM 1627 CALCOMP PLOTTER THE RESULTS OF THE COORDINATE COMPUTATION, WITH OR WITHOUT ANNOTATION, AND WITH OR WITHOUT CONNECTING STRAIGHT OR CIRCULAR LINES. (PS)

**ED 016 860** 08 **VT 004 483**
*NELSON, HELEN Y. GRITZMACHER, JOAN*
**EVALUATION OF STUDENT TEACHING IN HOME ECONOMICS.**
STATE UNIV. OF N.Y., ITHACA
REPORT NUMBER BR-5-1333
PUB DATE MAY 67
GRANT OEG-1-6-000528-0663
**EDRS PRICE MF-$0.50 HC-$3.36 82P.**

DESCRIPTORS *BEHAVIOR RATING SCALES, *HOME ECONOMICS EDUCATION, *STUDENT TEACHING, *TEACHER BEHAVIOR, *TEACHER EVALUATION, STUDENT TEACHERS,

CRITICAL INCIDENTS REFLECTING OUTSTANDINGLY EFFECTIVE BEHAVIOR IN STUDENT TEACHING OF HOME ECONOMICS WERE COLLECTED FROM COLLEGE SUPERVISORS, COOPERATING TEACHERS, AND STUDENT TEACHERS AND CATEGORIZED ACCORDING TO SPECIFIC BEHAVIORS, AND PROVIDED A BASIS FOR CONSTRUCTING A RATING SCALE FOR EVALUATING STUDENT TEACHING PERFORMANCE. THE CRITICAL BEHAVIORS WERE USED TO DESCRIBE QUALITY LEVELS ON A FIVE-POINT CONTINUUM OF 112 UNIDIMENSIONAL ITEMS. ANALYSIS OF THIS SCALE, RS-112, BY THE DARLINGTON PROCEDURE WITH STUDENT GRADES AS CRITERION MEASURES RESULTED IN A SCALE, RS-35, 35-ITEM WITH AT LEAST ONE ITEM IN EACH OF 10 MAJOR BEHAVIOR CATEGORIES. USE OF THE RS-35 GAVE A BETTER DISTRIBUTION OF RATINGS THAN RS-112. THE MAJORITY OF COOPERATING TEACHERS AND COLLEGE SUPERVISORS REPORTED USING A RATING SCALE. ABOUT HALF PREFERRED RS-35 TO RS-112 AND OVER HALF LIKED IT BETTER THAN THEIR PRESENT INSTRUMENT. MOST REPORTED A 20-MINUTE TESTING TIME. TWO-THIRDS SAID THEY WOULD USE THE RATING SCALE, IF AVAILABLE. MORE THAN HALF OF THE STUDENT TEACHERS FELT THAT IT PROVIDED AN IMPORTANT OBJECTIVE BASIS FOR LOOKING AT THEIR BEHAVIOR. RECOMMENDATIONS CONCERN (1) REFINING THE SCALE, (2) DIFFERENTIATING MORE CLEARLY BETWEEN LEVELS 3 AND 5, (3) USING THE FIVE ITEMS EMERGING FROM MULTIPLE REGRESSION ANALYSIS FOR A SHORTER RATING SCALE, (4) INCLUDING A PLACE FOR RATER COMMENTS ABOUT STUDENT TEACHER GROWTH, AND (5) USING THE SCALE AT THE MIDDLE AND CONCLUSION OF STUDENT TEACHING. BOTH SCALES, OPINIONNAIRES, CATEGORIES OF STUDENT BEHAVIOR, AND THE INFORMATION FORM FOR REPORTING CRITICAL INCIDENTS ARE INCLUDED. (FP)

**ED 016 861** 08 **VT 004 484**
*WALL, LEWIS E.*
**A STUDY OF THE EFFECTIVENESS OF DATA PROCESSING SUMMER INSTITUTES FOR BUSINESS TEACHERS.**
COLORADO STATE UNIV., FT. COLLINS, COLL. OF BUSIN.
REPORT NUMBER BR-6-2437
PUB DATE 31 AUG 67
GRANT OEG-4-6-062437-2230
**EDRS PRICE MF-$0.75 HC-$5.72 141P.**

DESCRIPTORS *BUSINESS EDUCATION, *DATA PROCESSING, *PROGRAM EFFECTIVENESS, *SUMMER INSTITUTES, *TEACHER EDUCATION, PROGRAM DESCRIPTIONS, PROGRAM EVALUATION, TEACHER ATTITUDES, TEACHER PERSISTENCE, TEACHER SHORTAGE,

FIVE 8-WEEK SUMMER INSTITUTES IN BUSINESS DATA PROCESSING WERE CONDUCTED FROM 1963 TO 1965 TO ASSIST 353 PARTICIPANTS IN DEVELOPING THE KNOWLEDGE AND SKILLS ESSENTIAL FOR TEACHING SPECIALIZED COURSES IN A 2-YEAR VOCATIONAL PREPARATORY CURRICULUM IN BUSINESS DATA PROCESSING. THIS STUDY AIMED TO DETERMINE (1) THE INSTITUTES' SUCCESS IN ALLEVIATING THE TEACHER SHORTAGE, (2) THE STRENGTHS AND WEAKNESSES OF THE INSTITUTES AS THE PARTICIPANTS PERCEIVED THEM, (3) THE EFFECTIVENESS OF THE INSTITUTES IN PREPARING TEACHERS, (4) FACTORS RELATED TO THE PARTICIPANT'S PERSISTENCE AS A DATA PROCESSING TEACHER, AND (5) THE SHORTAGE OR POTENTIAL SHORTAGE OF DATA PROCESSING TEACHERS. THE CURRICULUM PROVIDED FOR APPROXIMATELY 3 HOURS OF LECTURES AND AN EQUAL AMOUNT OF LABORATORY PRACTICE ON DATA PROCESSING MACHINES, COMPUTER PROGRAMING, AND PROGRAMING AND BUSINESS INFORMATION SYSTEMS. FINDINGS FROM 254 PARTICIPANT QUESTIONNAIRES INCLUDED--(1) APPROXIMATELY 70 PERCENT HAD TAUGHT ONE OR MORE SPECIALIZED COURSES SINCE ATTENDING AN INSTITUTE, AND (2) THE PRINCIPAL STRENGTHS OF THE INSTITUTES WERE THE FACILITIES, THE COURSE OFFERINGS, AND THE PARTICIPANTS' INTEREST IN AND ACQUISITION OF KNOWLEDGE AND MATERIALS USEFUL IN TEACHING, (3) THE PRINCIPAL WEAKNESS WAS THE INADEQUATE TIME IN RELATION TO THE AMOUNT OF MATERIAL PRESENTED AND PRACTICE ON THE COMPUTERS DURING LABORATORY PERIODS, AND (4) FACTORS SUCH AS AGE, PRIOR WORK EXPERIENCE, EDUCATIONAL EXPERIENCE, SEX, DEGREES, AND SUBSISTENCE RECEIVED WERE FOUND NOT TO BE SIGNIFICANTLY RELATED TO WHETHER OR NOT THE PARTICIPANTS PERSISTED AS DATA PROCESSING TEACHERS. DATA FROM EDUCATIONAL INSTITUTIONS AND STATE DIRECTORS OF VOCATIONAL EDUCATION INDICATED THAT FROM 475 TO 525 TEACHERS WERE NEEDED FOR 1967, 600 FOR 1968, AND 750 FOR 1969 IN 2-YEAR PREPARATORY PROGRAMS. RECOMMENDATIONS CONCERNED DEVELOPING FURTHER INSTITUTES, REVISING THE ELECTRONIC DATA PROCESSING-I CURRICULUM GUIDE, AND STUDYING THE NEED FOR BUSINESS DATA PROCESSING PREPARATORY PROGRAMS. (PS)

**ED 016 862** **VT 004 487**
**REQUIREMENTS FOR AN ACCREDITED PROGRAM IN DENTAL LABORATORY TECHNOLOGY.**
AMERICAN DENTAL ASSN., CHICAGO, ILL.
PUB DATE NOV 67
**EDRS PRICE MF-$0.25 HC-$0.36 7P.**

DESCRIPTORS *ACCREDITATION (INSTITUTIONS), *DENTAL TECHNICIANS, *HEALTH OCCUPATIONS EDUCATION, *STANDARDS, DENTAL ASSOCIATIONS, PROGRAM DEVELOPMENT,

THE COUNCIL WORKS WITHIN THE AUTHORITY OF THE "BYLAWS" OF THE AMERICAN DENTAL ASSOCIATION AND THE NATIONAL COMMISSION ON ACCREDITING. IT PREFERS THAT AN ACCREDITED CURRICULUM IN DENTAL LABORATORY TECHNOLOGY BE CONDUCTED IN 2- OR 4-YEAR COLLEGE OR POST-HIGH SCHOOL INSTITUTIONS WHICH ARE ACCREDITED OR ELIGIBLE FOR ACCREDITATION. AT AN EARLY STAGE OF DEVELOPMENT, THE INSTITUTION REQUESTING ACCREDITATION IS ASKED TO PROVIDE DETAILED REPORTS ON THE PROGRAM AND CURRICULUM PLANNING AND MAY BE GRANTED PROVISIONAL APPROVAL. REQUIREMENTS FOR ACCREDITATION ARE DISCUSSED FOR THE SPECIFIC AREAS OF ORGANIZATION AND ADMINISTRATION, TEACHING FACILITIES, FINANCES, ADMISSIONS, CURRICULUM, FACULTY, AND LIBRARY. COPIES OF THIS DOCUMENT ARE AVAILABLE FROM COUNCIL ON DENTAL EDUCATION, AMERICAN DENTAL ASSOCIATION, 211 EAST CHICAGO AVENUE, CHICAGO, ILLINOIS 60611. (BS)

**ED 016 863** **VT 004 488**
*LITTLE, J. KENNETH SOMERS, GERALD G.*
**ANNUAL REPORT, NOVEMBER 1966.**
WISCONSIN UNIV., MADISON
PUB DATE NOV 66
**EDRS PRICE MF-$0.50 HC-$2.68 65P.**

DESCRIPTORS *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *PROGRAM DESCRIPTIONS, *RESEARCH AND DEVELOPMENT CENTERS, *VOCATIONAL EDUCATION, ADVISORY COMMITTEES, ANNUAL REPORTS, CONFERENCES, GRADUATE STUDY, INFORMATION CENTERS, LEADERSHIP TRAINING, PUBLICATIONS, RESEARCH PROJECTS,

THE CENTER WAS ESTABLISHED IN OCTOBER 1964 THROUGH A 5-YEAR GRANT

FROM THE FORD FOUNDATION. ITS PURPOSES ARE TO (1) ESTABLISH A NATIONAL INFORMATION DEPOSITORY IN THE FIELD OF VOCATIONAL AND TECHNICAL EDUCATION, AND AN INFORMATION CENTER, (2) CONDUCT RESEARCH AND DEVELOPMENT STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION, (3) PROVIDE FINANCIAL SUPPORT FOR GRADUATE STUDY AND INTERNSHIPS IN VOCATIONAL AND TECHNICAL EDUCATION, (4) CONDUCT CONFERENCES AND WORKSHOPS FOR PERSONNEL ENGAGED IN RESEARCH IN THE AREA OF VOCATIONAL AND TECHNICAL EDUCATION, AND (5) DISSEMINATE RESEARCH FINDINGS BY A SERIES OF PUBLICATIONS TO BE DISTRIBUTED AMONG INTERESTED GROUPS. APPROXIMATELY 10,000 PUBLICATIONS WERE ACQUIRED OR CITED, AND TOPICAL BIBLIOGRAPHIES WERE COMPILED FOR OVER 150 PEOPLE REQUESTING THEM. TWENTY RESEARCH PROJECTS AND RELATED PUBLICATIONS WERE REPORTED IN THE AREAS OF APPRENTICESHIP TRAINING, PLANNING AND ESTABLISHMENT OF VOCATIONAL SCHOOLS AND PROGRAMS, OCCUPATIONAL DEMAND RELATED TO VOCATIONAL EDUCATION, VOCATIONAL EDUCATION FOR SPECIAL GROUPS, VOCATIONAL GUIDANCE AND COUNSELING, AND FOLLOWUP EVALUATION OF VOCATIONAL EDUCATION. TWELVE GRADUATE RESEARCH ASSISTANTS AND ONE INTERN TRAINEE WERE ASSOCIATED WITH THE CENTER. SIX CONFERENCES ON SUCH SUBJECTS AS RESEARCH, THE DISADVANTAGED, OCCUPATIONAL CHOICE AND JOB PLACEMENT, THE CURRICULUM, AND ECONOMICS WERE CONDUCTED. CENTER PUBLICATIONS INCLUDED (1) "THE JOURNAL OF HUMAN RESOURCES," (2) "THE IRRI REPORT," (3) "THE NEWSLETTER," (4) CONFERENCE PROCEEDINGS, (5) A REPRINT SERIES, AND (6) REFERENCE UNIT PUBLICATIONS SUCH AS BIBLIOGRAPHIES, A NATIONWIDE DIRECTORY OF VOCATIONAL AND TECHNICAL PROGRAMS, AND MISCELLANEOUS REPORTS. (MM)

**ED 016 864** **VT 004 494**
*KERR, ELIZABETH E.*
**RATIONALE AND SUGGESTED GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF TWO-YEAR ASSOCIATE DEGREE NURSING PROGRAMS ADMINISTERED IN COOPERATION WITH THE VOCATIONAL-TECHNICAL EDUCATION BRANCH OF THE IOWA DEPARTMENT OF PUBLIC INSTRUCTION.**
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
PUB DATE NOV 67
EDRS PRICE MF-$0.25 HC-$0.60 13P.
DESCRIPTORS *ASSOCIATE DEGREES, *GUIDELINES, *HEALTH OCCUPATIONS EDUCATION, *NURSES, *PROGRAM DEVELOPMENT, ADMINISTRATIVE ORGANIZATION, CURRICULUM, EDUCATIONAL PROGRAMS, TECHNICAL EDUCATION,
THE PROBLEMS OF EFFECTIVELY CONCENTRATING COURSES, EFFICIENTLY USING TIME AND MONEY, PROVIDING ADEQUATE TRAINING, AND HELPING ALLEVIATE THE NURSE SHORTAGE COULD BE SOLVED BY ESTABLISHING DEFINITIVE ASSOCIATE DEGREE PROGRAMS IN NURSING. THESE WOULD QUALIFY FOR ASSISTANCE FROM THE VOCATIONAL-TECHNICAL BRANCH AND WOULD BE APPROPRIATELY ADMINISTERED BY IOWA AREA COMMUNITY COLLEGES AND VOCATIONAL-TECHNICAL SCHOOLS. COMMUNITY COLLEGES COULD ALSO DEVELOP QUALITY PREPROFESSIONAL CURRICULUMS WITH COURSE CREDITS TRANSFERABLE TO BACCALAUREATE PROGRAMS IN NURSING. THE ORGANIZATIONAL STRUCTURE OF THE ASSOCIATE PROGRAM WOULD BE COMPARABLE TO OTHER HEALTH OCCUPATIONS EDUCATION PROGRAMS IN AREA SCHOOLS. ITS PERSONNEL WOULD MEET THE QUALIFICATIONS OF THE IOWA BOARD OF VOCATIONAL EDUCATION AND BOARD OF NURSING. THE CURRICULUM WOULD CONSIST OF CONCURRENT CLASSROOM TEACHING AND SUPERVISED CLINICAL PRACTICE IN COOPERATING HEALTH AGENCIES FOR 11 MONTHS PER YEAR FOR 2 YEARS. THE DEGREE OF ASSOCIATE IN APPLIED SCIENCE WOULD BE AWARDED TO STUDENTS COMPLETING THE PRESCRIBED CURRICULUM WITH A GRADE-POINT AVERAGE OF 2.0 (C). GRADUATES WOULD BE ELIGIBLE TO WRITE THE PROFESSIONAL NURSE LICENSING EXAMINATION AND, IF SUCCESSFUL, ENTER NURSING IN A BEGINNING STAFF POSITION. STUDENTS SHOULD BE AT LEAST 17 YEARS OLD AND HIGH SCHOOL GRADUATES PREFERABLY WITH COURSES IN SCIENCE AND MATHEMATICS. A SUGGESTED CURRICULUM AND COURSE DESCRIPTIONS ARE INCLUDED. (BS)

**ED 016 865** **VT 004 593**
*DIRKS, MARIE AND OTHERS*
**THE SPECIAL CONTRIBUTION OF THE COLLEGE HOME ECONOMICS EDUCATION SUPERVISOR TO THE STUDENT TEACHING SITUATION.**
PURDUE UNIV., LAFAYETTE, IND., MEAS. AND RES. CTR.
PUB DATE JUN 67
EDRS PRICE MF-$0.25 HC-$1.88 45P.
DESCRIPTORS *COLLEGE SUPERVISORS, *CRITICAL INCIDENTS METHOD, *HOME ECONOMICS EDUCATION, *STUDENT TEACHING, *TEACHER EDUCATION, COOPERATING TEACHERS, EVALUATION, STUDENT TEACHERS, TEACHER ROLE, TEACHER SUPERVISION, TEACHING TECHNIQUES,
TEACHER EDUCATORS AT CORNELL UNIVERSITY, THE UNIVERSITY OF MISSOURI, THE OHIO STATE UNIVERSITY, AND PURDUE UNIVERSITY IDENTIFIED THE CONTRIBUTIONS OF THE COLLEGE SUPERVISOR TO THE STUDENT TEACHING SITUATION BY MEANS OF THE CRITICAL INCIDENT TECHNIQUE. COLLEGE SUPERVISORS, SUPERVISING TEACHERS, AND STUDENT TEACHERS ACTIVELY ENGAGED IN THE STUDENT TEACHING PROGRAM DURING 1964-65 IN ALL FOUR INSTITUTIONS WERE ASKED TO REPORT BEHAVIORS WHICH MIGHT MAKE THE DIFFERENCE BETWEEN SUCCESS OR FAILURE IN THE STUDENT TEACHING SITUATION. THE 454 USABLE REPORTS OF CRITICAL INCIDENTS WERE CATEGORIZED IN TERMS OF ROLES OF THE COLLEGE SUPERVISOR, THE DIRECTION OF CHANGE IN THE STUDENT TEACHING SITUATION, UNIQUENESS OR NONUNIQUENESS OF THE COLLEGE SUPERVISOR'S BEHAVIOR, AND THE IMPACT OF THE COLLEGE SUPERVISOR'S BEHAVIOR ON THE SUPERVISING TEACHER AND THE STUDENT TEACHER. THE COLLEGE SUPERVISORS ASSUMED THE INFORMATION OR JUDGMENT-GIVING ROLES MORE THAN ANY OTHER ALTHOUGH MULATING-GROWTH ROLE WAS REPORTED MANY TIMES. THEIR BEHAVIORS SEEMED EQUALLY IMPORTANT TO STUDENT TEACHERS AND SUPERVISING TEACHERS AND PRODUCED A DESIRED EFFECT MORE OFTEN THAN NOT. THEIR CONTRIBUTION WAS UNIQUE, AND THEY HAD MORE IMPACT ON THE STUDENT TEACHER THAN ON THE SUPERVISING TEACHER. NEED FOR SUPERVISORY ACTION OCCURRED MOST OFTEN IN THE AREAS OF STUDENT TEACHER SELF-CONCEPT, LESSON PLANNING, PROGRAM POLICIES AND REQUIREMENTS, AND RAPPORT WITH THE SUPERVISOR. FURTHER RESEARCH IS NEEDED TO DETERMINE WAYS TO MAXIMIZE COLLEGE SUPERVISOR CONTRIBUTION TO GROWTH OF PUBLIC SCHOOL SUPERVISING TEACHERS AND TO EXPLORE THE FEASIBILITY OF USING NONVISIT METHODS TO SUPERVISE STUDENT TEACHERS. A BIBLIOGRAPHY, GLOSSARY, AND CONTENT ANALYSIS OF SAMPLE CRITICAL INCIDENTS ARE INCLUDED. THIS ARTICLE IS PUBLISHED IN "STUDIES IN HIGHER EDUCATION," NUMBER 94, JUNE 1967. (FP)

**ED 016 866** **VT 004 659**
*VALENTINE, I.E. CONRAD, M.J.*
**VOCATIONAL-TECHNICAL FACILITIES PROJECT. PROGRESS REPORT.**
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
PUB DATE OCT 67
EDRS PRICE MF-$0.50 HC-$5.04 124P.
DESCRIPTORS *FACILITY GUIDELINES, *SCHOOL BUILDINGS, *VOCATIONAL EDUCATION, CURRICULUM, EDUCATIONAL PLANNING, EDUCATIONAL TRENDS, ENROLLMENT PROJECTIONS, OCCUPATIONAL CLUSTERS, RESEARCH PROJECTS, TECHNICAL EDUCATION, VOCATIONAL SCHOOLS,
IN THE FIRST PHASE OF A PROJECT FOR DEVELOPING PLANNING GUIDES FOR VOCATIONAL FACILITIES, THE OVERALL DIRECTION OF A SERIES OF PLANNING GUIDES IS BEING DETERMINED. IN THE SECOND PHASE AT LEAST ONE PLANNING MANUAL WILL BE DEVELOPED TO SERVE AS A MODEL FOR THE FULL SERIES. A LOCAL WORKING GROUP COMPOSED OF THREE SPECIALISTS FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THREE PLANT PLANNERS FROM THE EDUCATIONAL ADMINISTRATION AND FACILITIES UNIT, THREE REPRESENTATIVES FROM THE STATE DEPARTMENT OF EDUCATION, THREE LOCAL SCHOOL OFFICIALS, AND THREE ARCHITECTS MET REGULARLY THROUGHOUT THE PLANNING PHASE. CONSULTANTS MET WITH THE LOCAL WORKING GROUP IN SIX PRELIMINARY MEETINGS AND PRESENTED PAPERS--(1) "FUTURE TRENDS IN VOCATIONAL-TECHNICAL EDUCATION" BY M.L. BARLOW, (2) "THE NEED AND VALUE OF EDUCATIONAL PLANNING" BY W.F. CLAPP, (3) "VOCATIONAL-TECHNICAL CURRICULUMS AND THEIR TRANSLATION INTO FACILITIES" BY J. NERDEN, (4) "FORM AND CONTENT OF EDUCATIONAL SPECIFICATIONS WHICH WILL BEST MEET NEEDS OF THE ARCHITECT" BY J.L. REID, (5) "THE RELATIVE ADVANTAGES OF CORE VOCATIONAL-TECHNICAL FACILITIES" BY J.F. STANDRIDGE, AND (6) "THE CONTINUOUS PROGRESS SCHOOL BUILDING" BY D.W. ALLEN. THE PROCEEDINGS OF A 2-DAY INTERACTION SEMINAR WITH 33 PARTICIPANTS, VOCATIONAL-TECHNICAL FACILITY NEEDS PROJECTIONS, AND A CHECKLIST OF TENTATIVE CRITERIA FOR EVALUATING A FACILITY PLANNING GUIDE ARE INCLUDED. (MM)

**ED 016 867** **08** **VT 004 660**
*HEMP, PAUL E.*
**UNIVERSITY OF ILLINOIS SUMMER INSTITUTE FOR TEACHERS OF ORNAMENTAL**

HORTICULTURE IN THE MIDWESTERN SECTION OF THE UNITED STATES.
ILLINOIS UNIV., URBANA
REPORT NUMBER BR-6-1538
PUB DATE 67
GRANT OEG-3-6-061538-0950
EDRS PRICE MF-$1.25 HC-$13.24 329P.

DESCRIPTORS *INSERVICE TEACHER EDUCATION, *INSTITUTES (TRAINING PROGRAMS), *INSTRUCTIONAL MATERIALS, *ORNAMENTAL HORTICULTURE, *VOCATIONAL AGRICULTURE, MATERIAL DEVELOPMENT, PROGRAM DEVELOPMENT, PROGRAM EVALUATION,

A RESEARCH AND DEVELOPMENT PROJECT, DESIGNED TO RETRAIN TEACHERS, DEVELOP ORNAMENTAL HORTICULTURE CURRICULUM MATERIALS, AND STIMULATE THE DEVELOPMENT OF VOCATIONAL ORNAMENTAL HORTICULTURE PROGRAMS IN THE MIDWESTERN UNITED STATES, INCLUDED TRAINING, SERVICE, AND EVALUATION ACTIVITIES. THIRTY TEACHERS SELECTED FROM 75 APPLICANTS ATTENDED A SUMMER INSTITUTE. EACH WAS ENROLLED IN TWO 4-WEEK COURSES, SPECIAL PROBLEMS IN HORTICULTURE AND WORKSHOP IN CURRICULUM DEVELOPMENT. THE GROUP PREPARED (1) 30 SOURCE UNITS ON PLANT PROPAGATION, FLOWERS AND FLORAL ARRANGEMENTS, GREENHOUSE, TURF, AND NURSERY MANAGEMENT, ARBORICULTURE, AND LANDSCAPING, (2) 50 LABORATORY EXERCISES, AND (3) AN EXPERIENCE PROGRAM PLANNING GUIDE, A RECORD BOOK, AND A NEWSLETTER. VARIOUS INSTRUMENTS WERE USED TO EVALUATE THE INSTITUTE PROGRAM, THE CURRICULUM MATERIALS, AND TO COLLECT AND SUMMARIZE DATA FROM THE SCHOOL PROGRAMS OF INSTITUTE PARTICIPANTS. OTHER EVALUATIONS WERE MADE DURING STAFF VISITS TO SCHOOLS, AND IN A FOLLOWUP MEETING FOR INSTITUTE PARTICIPANTS. THE PROJECT STAFF'S 15 CONCLUSIONS AND RECOMMENDATIONS INCLUDED (1) MULTISTATE INSTITUTES ARE EFFECTIVE MEANS OF BRINGING ABOUT CHANGE IN VOCATIONAL PROGRAMS, (2) A METHOD FOR SELECTING PARTICIPANTS WHO CAN DEVELOP NEW PROGRAMS SHOULD BE DEVELOPED, (3) TEACHERS SEEKING RETRAINING NEED A SPONSORED JOB INTERNSHIP IN HORTICULTURAL BUSINESSES, (4) THE COURSES IN THE INSTITUTE SHOULD BE MORE CLOSELY COORDINATED, (5) THERE WAS SUBSTANTIAL IMPROVEMENT IN THE PROGRAMS IN THE 28 SCHOOLS OF PARTICIPANTS, AND (6) TEACHERS FELT THAT THE STATE STAFF SHOULD PROVIDE MORE INSERVICE TEACHER EDUCATION, DEVELOP PRESERVICE TRAINING PROGRAMS FOR PROSPECTIVE TEACHERS, PREPARE CURRICULUM MATERIALS, AND HELP SELL PROGRAMS TO SCHOOLS, ADMINISTRATORS, AND TEACHERS. THE APPENDIX, THE MAJOR PART OF THE DOCUMENT, CONTAINS THE INSTRUCTIONAL MATERIALS AND EVALUATION AND REPORT FORMS. (JM)

**ED 016 868 08 VT 004 693**
A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. INTERIM REPORT AND STATISTICAL EVALUATION.
OFFICE OF EDUCATION (DHEW), WASHINGTON, D.C.
REPORT NUMBER BR-5-0005
CONNECTICUT STATE DEPT. OF EDUCATION, HARTFORD
NORWALK BOARD OF EDUCATION, CONN.
PUB DATE 31 AUG 67
CONTRACT OEC-5-85-055
EDRS PRICE MF-$0.75 HC-$6.76 167P.

DESCRIPTORS *DISADVANTAGED YOUTH, *DROPOUTS, *POTENTIAL DROPOUTS, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, BEHAVIOR PROBLEMS, CASE STUDIES (EDUCATION), CENTER FOR VOCATIONAL ARTS, CONNECTICUT, COUNSELING, CULTURALLY DISADVANTAGED, CURRICULUM PLANNING, DROPOUT PREVENTION, EDUCATIONAL OBJECTIVES, HIGH SCHOOLS, LEARNING DIFFICULTIES, NORWALK, PILOT PROJECTS, PROGRAM ATTITUDES, PROGRAM DESCRIPTIONS, STUDENT ALIENATION, STUDENT CHARACTERISTICS, TAXONOMY, TESTING PROGRAM, WORK EXPERIENCE,

A TOTAL OF 272 SCHOOL ALIENATED YOUTH--DROPOUTS AND POTENTIAL DROPOUTS--WERE SERVED BY THE CENTER BETWEEN NOVEMBER 1965 AND JUNE 1967 IN THE FOLLOWING VOCATIONAL AREAS--AUTOMOTIVE SERVICES, CHILD CARE, FOOD SERVICES, HEALTH SERVICES, RETAILING SERVICES, OFFICE OPERATIONS, MANUFACTURING OPERATIONS, MAINTENANCE AND REPAIR, AND LANDSCAPING AND HORTICULTURE. STUDENTS ATTENDED CLASSES 3 HOURS AND WERE PLACED IN PART-TIME EMPLOYMENT 4 HOURS EACH DAY. AN INFORMAL EVALUATION SHOWED THAT 96 PERCENT OF THE STUDENTS WERE WORKING TO THE COMPLETE SATISFACTION OF THEIR EMPLOYERS, 71 PERCENT IN JOBS DIRECTLY RELATED TO THEIR TRAINING. OVER 50 PERCENT OBTAINED THEIR JOBS THROUGH THE SCHOOL PLACEMENT SERVICES. SOME OF THE CONCLUSIONS BASED ON A REVIEW OF CASE STUDIES, OBSERVATIONS, AND COMMUNITY REACTION WERE--(1) DROPOUTS WILL RETURN AND CAN SUCCEED IN A CURRICULUM THAT MEETS THEIR NEEDS, INTERESTS, AND APTITUDES, (2) DISAFFECTION FOR SCHOOL CAN BE CHANGED, (3) PEER RELATIONSHIPS STIMULATE HEALTHY PERSONAL AND SOCIAL ADJUSTMENTS, (4) PARENTS CAN BE INVOLVED, AND (5) BUSINESS AND INDUSTRY ARE PLEASED WITH THE PROGRAM. ADDITIONAL REPORTS INCLUDED ARE--(1) "AN ANALYSIS OF 100 CASE STUDIES," (2) "THE ARRANGEMENT OF ALIENATED STUDENTS INTO DIAGNOSTIC FORMULATIONS AND ITS RELEVANCY TO COUNSELING IN A CENTER FOR VOCATIONAL ARTS," (3) "REPORT OF THE CONSULTANT FOR BASIC EDUCATION" WHICH REVIEWS THE CURRICULUM DEVELOPMENT ACTIVITIES, STUDENT CHARACTERISTICS, AND FACTORS AFFECTING LEARNING AND ATTITUDES, AND (4) "AN EVALUATION OF THE NORWALK OCCUPATIONAL TRAINING PROGRAM." A BROCHURE EXPLAINING THE PROGRAM IS ATTACHED. (BS)

**ED 016 869 VT 004 757**
*LUSTER, GEORGE L.*
NATIONAL SEMINAR TO IMPROVE THE USE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION AS TEACHING DEVICES. FINAL REPORT.
KENTUCKY UNIV., LEXINGTON, COLL. OF EDUCATION
REPORT NUMBER BR-7-0494
PUB DATE OCT 67
GRANT OEG-1-7-070494-3595
EDRS PRICE MF-$0.75 HC-$7.44 184P.

DESCRIPTORS *LEADERSHIP TRAINING, *PROGRAM IMPROVEMENT, *VOCATIONAL EDUCATION, *YOUTH CLUBS, *YOUTH LEADERS, ACTIVITIES, BUSINESS EDUCATION, DISADVANTAGED YOUTH, DISTRIBUTIVE EDUCATION, FACULTY ADVISORS, HOME ECONOMICS EDUCATION, INSTRUCTIONAL AIDS, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, SCHOOL COMMUNITY RELATIONSHIP, SEMINARS, TEACHER EDUCATION, TRADE AND INDUSTRIAL EDUCATION, VOCATIONAL AGRICULTURE, YOUTH PROGRAMS,

ONE HUNDRED AND TWENTY-SIX PROFESSIONAL LEADERS OF VOCATIONAL YOUTH ORGANIZATIONS IN AGRICULTURE, BUSINESS AND OFFICE, DISTRIBUTION, HOME ECONOMICS, AND TRADE AND INDUSTRY FROM 46 STATES MET TO CONSIDER THE ROLE OF YOUTH ORGANIZATIONS AS TEACHING DEVICES. MAJOR PRESENTATIONS WERE--(1)"EMERGING CONCEPTS OF YOUTH ORGANIZATIONS AND THEIR PURPOSES" BY D.L. BLAKE, (2) "THE ROLE OF YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION" BY E.P. HILTON, (3) "YOUTH ORGANIZATIONS AS TEACHING DEVICES" BY F. JOHNSON, (4) "EXAMPLES OF YOUTH ACTIVITIES IN TEACHING" BY H.G. TRIPP, (5) "GOOD AND POOR EXAMPLES OF USING ACTIVITIES OF YOUTH ACTIVITIES IN TEACHING" BY C.L. KEELS, (6) "LEADERSHIP TRAINING PROGRAMS--HOW THE PROGRAM HERE IS CONDUCTED" BY D. POTTER, (7) "DEVELOPING POST-SECONDARY VOCATIONAL YOUTH ORGANIZATIONS" BY W. CHOJNOWSKI, (8) "INVOLVEMENT OF DISADVANTAGED STUDENTS IN VOCATIONAL YOUTH ORGANIZATIONS" BY J.W. WARREN, (9) "THE LOCAL PROGRAM OF ACTIVITIES, THE STARTING POINT" BY G. BARTON, (10) "DEVELOPING RELATIONSHIPS WITH BUSINESS, INDUSTRY, SCHOOL ADMINISTRATORS, AND THE PUBLIC--TECHNIQUES AND MEDIA TO USE" BY R.J. MERCER, (11) "PREPARING TEACHERS FOR THEIR ROLE AS ADVISERS TO YOUTH ORGANIZATIONS" BY J.L. REED, (12) "THE PLACE OF RESEARCH IN YOUTH ORGANIZATIONS IN VOCATIONAL EDUCATION" BY G.Z. STEVENS, AND (13) "EVALUATION OF YOUTH ORGANIZATIONS" BY E. KANTNER. SPEECHES PRESENTED IN FOUR SYMPOSIA, SUMMARIES OF GROUP DISCUSSIONS, AND THE SEMINAR EVALUATION INSTRUMENT ARE INCLUDED. (WB)

**ED 016 870 VT 004 835**
*RICE, DICK C. TOTH, POWELL E., EDS.*
THE EMERGING ROLE OF STATE EDUCATION DEPARTMENTS WITH SPECIFIC IMPLICATIONS FOR DIVISIONS OF VOCATIONAL-TECHNICAL EDUCATION, REPORT OF A NATIONAL CONFERENCE ON STATE DEPARTMENT LEADERSHIP IN VOCATIONAL EDUCATION (FEBRUARY 27-MARCH 2, 1967).
OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.
REPORT NUMBER RES-SER-11
PUB DATE 67
EDRS PRICE MF-$1.50 HC-$16.28 405P.

DESCRIPTORS *CONFERENCES, *EDUCATIONAL CHANGE, *LEADERSHIP TRAINING, *STATE DEPARTMENTS OF EDUCATION, *VOCATIONAL EDUCATION, DISADVANTAGED GROUPS, EDUCATIONAL ADMINISTRATION, EMPLOYMENT TRENDS, ENROLLMENT TRENDS, FEDERAL GOVERNMENT, GOVERNMENT ROLE, NATIONAL PROGRAMS, ORGANIZATION, POPULATION TRENDS, SOCIAL INFLUENCES, STATE GOVERNMENT,

FIFTY-THREE REPRESENTATIVES OF EDUCATIONAL INSTITUTIONS AND AGENCIES FROM 19 STATES, THE DISTRICT OF COLUMBIA, AND CANADA ATTENDED A CONFERENCE, WHICH WAS THE SECOND PHASE OF A MULTI-PHASE PROJECT TO IDENTIFY STATE LEADERSHIP NEEDS

AND DEVELOP LEADERSHIP TRAINING PROGRAMS. THE PURPOSE OF THE CONFERENCE WAS TO CONCEPTUALIZE THE EMERGING ROLE OF THE STATE EDUCATION DEPARTMENTS AND TO IDENTIFY IMPLICATIONS FOR DIVISIONS OF VOCATIONAL EDUCATION. BACKGROUND PAPERS, DEALING WITH SOCIETAL FORCES IMPINGING ON STATE DEPARTMENT OPERATIONS, ARE INCLUDED IN PART ONE OF THE REPORT--(1) "THE CHANGING CHARACTER OF GENERAL POPULATION--IMPLICATIONS FOR EDUCATION" BY P.M. HAUSER, (2) "PROJECTIONS OF CHANGING STUDENT POPULATION" BY E.P. MCLOONE, (3) "THE CHANGING OCCUPATIONAL STRUCTURE WITH IMPLICATIONS FOR EDUCATION" BY L.A. LECHT, (4) "OBTAINING OPTIMAL EDUCATIONAL OPPORTUNITY FOR DISADVANTAGED GROUPS" BY R.D. HESS, (5) "STATE GOVERNMENT AND EDUCATION" BY L. IANNACCONE, (6) "THE EXPANDING ROLE OF FEDERAL GOVERNMENT IN EDUCATION WITH IMPLICATIONS FOR STATE EDUCATION DEPARTMENTS" BY N.A. MASTERS, (7) "EMERGING ORGANIZATIONAL STRUCTURES FOR FACILITATING EDUCATIONAL CHANGE WITH IMPLICATIONS FOR STATE EDUCATION DEPARTMENTS" BY F.J. IANNI, (8) "EMERGENT FUNCTIONS AND OPERATIONS OF STATE DEPARTMENTS OF EDUCATION" BY E.B. NYQUIST, AND (9) "THE ADMINISTRATION OF VOCATIONAL EDUCATION AS AN INTEGRAL PART OF A STATE DEPARTMENT OF EDUCATION" BY B. SHOEMAKER. PART TWO CONTAINS THREE PAPERS SYNTHESIZING THE VARIOUS VIEWPOINTS AND DRAWINGS MAJOR IMPLICATIONS AND A CHAPTER SUMMARIZING SOME OF THE IDEAS DEVELOPED DURING CONFERENCE DISCUSSION. (HC)

**ED 016 871** **VT 005 036**
*OLIVO, C. THOMAS*
**RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--HIGH SCHOOL AGE YOUTH.**
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
REPORT NUMBER BR-7-0633
PUB DATE SEP 67
GRANT OEG-2-7-070633
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *HIGH SCHOOLS, *VOCATIONAL EDUCATION, CURRICULUM PLANNING, DEMONSTRATION PROJECTS, DEVELOPMENTAL PROGRAMS, EVALUATION, EXPERIMENTAL PROGRAMS, INFORMATION DISSEMINATION, PROGRAM DEVELOPMENT, RESEARCH REVIEWS (PUBLICATIONS), TECHNICAL EDUCATION,

THE PURPOSE OF THIS PUBLICATION SERIES IS TO GIVE VISIBILITY TO SIGNIFICANT (1) EXPERIMENTAL, DEMONSTRATION, AND PILOT PROGRAMS, (2) UPGRADING INSTITUTES, SEMINARS, AND WORKSHOPS, AND (3) OTHE LEADERSHIP DEVELOPMENT ACTIVITIES FOR TEACHERS, SUPERVISORS, AND ADMINISTRATORS. THIS DISSEMINATION PROJECT IS COOPERATIVELY FINANCED BY THE AMERICAN VOCATIONAL ASSOCIATION AND A VOCATIONAL EDUCATION ACT OF 1963 GRANT ENTITLED "SYNTHESIS AND APPLICATION OF RESEARCH FINDINGS IN VOCATIONAL EDUCATION." THE PRIMARY FOCUS THROUGH MAY 1968 WILL BE ON THE NINE MAJOR AREAS OF RECOMMENDATIONS BY THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. THE AREA COVERED IN THIS ISSUE IS HIGH SCHOOL AGE YOUTH, AND 10 COMPLETED PROJECTS ARE REPORTED UNDER THE TOPICS--(1) PROGRAMS FOR TALENTED OR SPECIAL STUDENTS, (2) MAINTAINING QUALITY STANDARDS, (3) CURRICULUM PLANNING AND CORRELATION, (4) PROGRAM CHANGES TO MEET EVOLVING NEEDS, AND (5) PROGRAM GROWTH AND DEVELOPMENT. "PLAIN TALK," A CONTINUING AUTHOR'S COLUMN, PROVIDES OBSERVATIONS AND SUGGESTIONS FOR A PLAN OF ACTION TO STRENGTHEN VOCATIONAL AND PRACTICAL ARTS EDUCATION THROUGH A STRENGTHENED AND EXPANDED RESEARCH EFFORT. A BIBLIOGRAPHY OF COMPLETED AND ONGOING PROJECTS AND ACTIVITIES INCLUDES 79 OTHER ITEMS. WHEN POSSIBLE, CITED DOCUMENTS WILL BE GIVEN THEIR EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) NUMBER OF THEIR ERIC CLEARINGHOUSE FOR VOCATIONAL AND TECHNICAL EDUCATION NUMBER AS WELL AS AN INDICATION OF AVAILABILITY AND PRICE. THE WORK OF THE PANEL OF CONSULTANTS AND RESEARCH PROVISIONS OF THE VOCATIONAL EDUCATION ACT OF 1963 ARE DISCUSSED. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 42, NUMBER 9, SEPTEMBER 1967. (EM)

**ED 016 872** **VT 005 037**
*LAW, GORDON F., ED.*
**RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--YOUTH WITH SPECIAL NEEDS.**
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
REPORT NUMBER BR-7-0633
PUB DATE NOV 67
GRANT OEG-2-7-070633
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *BIBLIOGRAPHIES, *DISADVANTAGED YOUTH, *EDUCATIONAL RESEARCH, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, COOPERATIVE EDUCATION, CURRICULUM, DEMONSTRATION PROJECTS, DEVELOPMENTAL PROGRAMS, EXPERIMENTAL PROGRAMS, HIGH SCHOOLS, OCCUPATIONAL GUIDANCE, PILOT PROJECTS, RESEARCH REVIEWS (PUBLICATIONS), TECHNICAL EDUCATION,

TWELVE RESEARCH REVIEWS IN THIS ISSUE PERTAIN TO YOUTH WITH SPECIAL NEEDS, ONE OF THE NINE MAJOR AREAS OF CONCERN IDENTIFIED BY THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. THEY ARE ORGANIZED UNDER THE TOPICS--(1) OCCUPATIONALLY ORIENTED PROGRAMS WHICH INCLUDES IDENTIFICATION OF WORK CONCEPTS, (2) COOPERATIVE SCHOOL AND WORK PROGRAMS, WHICH INCLUDES EXPERIMENTAL INSTITUTE FOR TEACHER COORDINATORS, (3) DIVERSITY AND FLEXIBILITY, WHICH INCLUDES A HOME ECONOMICS CONFERENCE ON DISADVANTAGED YOUTH AND EDUCATIONAL SYSTEMS PACKAGES, (4) VOCATIONAL GUIDANCE WHICH INCLUDES A DEVELOPMENTAL PROGRAM FOR VOCATIONAL COUNSELORS, AND COLORADO DROPOUT PROJECT, (5) SPECIALLY TRAINED TEACHERS WHICH INCLUDES A TEACHER INSTITUTE FOR RURAL TEACHERS OF THE DISADVANTAGED, AND (6) EXPERIMENTAL AND PILOT PROGRAMS WHICH INCLUDES TEACHER TRAINING IN REINFORCEMENT TECHNIQUES AND INITIAL EMPLOYMENT OF SCHOOL LEAVERS. THREE ITEMS RELATE TO THE SEPTEMBER ISSUE'S SECTION ON HIGH SCHOOL AGE YOUTH AND DEAL WITH SMALL HIGH SCHOOLS, SPECIALIZED INSTRUCTORS, AND EXPERIMENTAL PROGRAMS. THE BIBLIOGRAPHY LISTS THREE OTHER COMPLETED STUDIES AND 35 STUDIES IN PROCESS. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, DEALS WITH UNANSWERED RESEARCH QUESTIONS RELATIVE TO DISADVANTAGED YOUTH. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 42, NUMBER 11, NOVEMBER 1967. (EM)

**ED 016 873** **VT 005 038**
*OLIVO, C. THOMAS*
**RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE WITH EDUCATIONAL NEEDS BEYOND THE HIGH SCHOOL.**
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
REPORT NUMBER BR-7-0633
PUB DATE OCT 67
GRANT OEG-2-7-070633
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *POST SECONDARY EDUCATION, *VOCATIONAL EDUCATION, CURRICULUM, DEMONSTRATION PROJECTS, DEVELOPMENTAL PROGRAMS, EVALUATION, EXPERIMENTAL PROGRAMS, HIGH SCHOOLS, PROGRAM DEVELOPMENT, RESEARCH REVIEWS (PUBLICATIONS), TECHNICAL EDUCATION,

THE PROJECTS SELECTED FOR REVIEW WERE FUNDED BY THE DIVISION OF COMPREHENSIVE VOCATIONAL EDUCATION RESEARCH AND BEAR ON ANY ASPECT OF PROGRAM PLANNING, ORGANIZATION, DEVELOPMENT, DEMONSTRATION, INNOVATION, AND EVALUATION FOR YOUTH AND ADULTS WITH EDUCATIONAL NEEDS BEYOND HIGH SCHOOL. TEN ITEMS ARE REVIEWED UNDER THE TOPICS--ASSESSIBILITY TO AREA PROGRAMS, EVOLVING CURRICULUMS AND LEVELS, AND FORCES INFLUENCING QUALITY STANDARDS. FOURTEEN ADDITIONAL REVIEWS PERTAINING TO THE AREA "HIGH SCHOOL AGE YOUTH," PRESENTED IN THE PRECEDING ISSUE, ARE INCLUDED. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, DISCUSSES GUIDELINES RELATING TO CRITICAL DECISIONS IN RESEARCH AND PROGRAM PLANNING. A BIBLIOGRAPHY LISTS 60 OTHER PROJECTS AND ACTIVITIES COMPLETED AND IN PROCESS. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 42, NUMBER 10, OCTOBER 1967. (EM)

**ED 016 874** **VT 005 039**
*LAW, GORDON F., ED.*
**RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS SERVICE--TOWARD TEACHING EXCELLENCE.**
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
REPORT NUMBER BR-7-0633
PUB DATE JAN 68
GRANT OEG-2-7-070633
**EDRS PRICE MF-$0.25 HC-$0.72 16P.**
DESCRIPTORS *BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *TEACHER EDUCATION, *TEACHER RECRUITMENT, *VOCATIONAL EDUCATION, DEMONSTRATION PROJECTS, INSERVICE TEACHER EDUCATION, PILOT PROJECTS, RESEARCH REVIEWS (PUBLICATIONS), TEACHER SELECTION, VOCATIONAL EDUCATION TEACHERS,

FOURTEEN RESEARCH REVIEWS IN THIS ISSUE PERTAIN TO METHODS OF ATTAINING TEACHING EXCELLENCE, ONE OF THE MAJOR AREAS OF CONCERN IDEN-

TIFIED BY THE PANEL OF CONSULTANTS ON VOCATIONAL EDUCATION. THEY ARE ORGANIZED UNDER THE TOPICS--(1) VOCATIONAL TEACHER RECRUITMENT AND SELECTION WHICH TREATS TRADE COMPETENCY EXAMINATIONS, RETIRING MILITARY PERSONNEL, AND VOCATIONAL TEACHER RESOURCES, (2) INSERVICE SEMINARS AND WORKSHOPS WHICH INCLUDES COMPUTER ASSISTED INSTRUCTION, TEACHING FOOD SERVICE PROGRAMS, OFFICE OCCUPATIONS TEACHERS, AND NEW MEDIA OF INSTRUCTION, (3) EXPANDING VOCATIONAL TEACHER TRAINING ACTIVITIES WHICH INCLUDES A TEACHER TECHNOLOGY CENTER, TRAINING PROGRAMS IN HOME ECONOMICS, TECHNICAL PROGRAMS IN VOCATIONAL AGRICULTURE, AND TRADE-TECHNICAL TEACHERS, AND (4) PILOT AND DEMONSTRATION PROJECTS WHICH INCLUDES DENTAL ASSISTING TRAINING AND TEACHERS, AND COMMUNICATION LINKED TECHNIQUES. "PLAIN TALK," A CONTINUING COLUMN BY THE AUTHOR, ASKS WHY MORE RESEARCH HAS NOT BEEN INITIATED WHICH ATTEMPTS TO ANALYZE THE ROLE AND EFFECTIVENESS OF THE VARIOUS COMPONENTS INVOLVED IN THE PREPARATION OF TEACHERS. THE BIBLIOGRAPHY LISTS 20 RELATED STUDIES WHICH ARE IN PROGRESS. THIS ARTICLE IS PUBLISHED IN THE "AMERICAN VOCATIONAL JOURNAL," VOLUME 43, NUMBER 1, JANUARY 1968. (EM)

**ED 016 875** **VT 005 118**

**ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, SPRING 1968.**

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

PUB DATE 68

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DESCRIPTORS *ANNOTATED BIBLIOGRAPHIES, *EDUCATIONAL RESEARCH, *TECHNICAL EDUCATION, *VOCATIONAL EDUCATION, CLEARINGHOUSES, INDEXES (LOCATERS), INFORMATION DISSEMINATION, RESOURCE MATERIALS,

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# subject index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

**EDUCATIONAL RESEARCH**

SEMINAR ON THE ECONOMICS OF EDUCATION--INVESTMENT DECISIONS AND CONTRIBUTIONS TO INCOME AND ECONOMIC GROWTH. FINAL REPORT.
BR-6-8224 ED 014 154

**Accession Number**

FORCES AFFECTING LOCAL DISTRICT REORGANIZATION.
ED 016 541

OHIO'S SYSTEM OF REGIONAL COORDINATORS FOR PUPIL TRANSPORTATION.
ED 016 555

## ADMINISTRATIVE PERSONNEL

EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.
ED 016 286

EFFECTS OF SPECIAL MEDIA INSTITUTE PROGRAMS UPON THE BEHAVIOR OF TITLE XI NDEA INSTITUTE DIRECTORS (ENGLISH, HISTORY, GEOGRAPHY, READING, MODERN FOREIGN LANGUAGES, AND SCHOOL LIBRARY PERSONNEL). FINAL REPORT.
ED 016 406

## ADMINISTRATIVE POLICY

A PLAN FOR EDUCATIONAL POLICY AND ADMINISTRATIVE UNITS, FURTHER DECENTRALIZATION OF THE PUBLIC SCHOOLS.
ED 016 761

## ADMINISTRATOR CHARACTERISTICS

THE JOB AND CAREER SATISFACTION OF MEN SCHOOL PRINCIPALS. NATIONAL PRINCIPALSHIP STUDY SERIES, MONOGRAPH 5. FINAL REPORT.
CRP-2536 ED 016 300

## ADMINISTRATOR QUALIFICATIONS

EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.
ED 016 286

## ADMINISTRATOR ROLE

THE SCHOOL AND PUPIL CONTROL IDEOLOGY. THE PENNSYLVANIA STATE UNIVERSITY STUDIES, NUMBER 24.
ED 016 279

ADMINISTERING THE NONGRADED SCHOOL.
ED 016 283

THE PRESIDENT AS AN INNOVATOR.
ED 016 306

## ADMINISTRATOR SELECTION

EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.
ED 016 286

## ADMINISTRATORS

PROGRAM ON PROBLEMS OF SCHOOL DESEGREGATION. FINAL TECHNICAL REPORT.
ED 016 735

## ADMISSION CRITERIA

COLLEGE ADMISSIONS AND THE PUBLIC INTEREST.
ED 016 277

THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY.
ED 016 446

## ADOLESCENTS

THE ACHIEVEMENT MOTIVATION DEVELOPMENT PROJECT, A SUMMARY AND REVIEW.
BR-7-1231 ED 016 252

CONCEPTIONS OF WORK, PLAY, COMPETENCE, AND OCCUPATION IN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. FINAL REPORT.
CRP-1866 ED 016 257

## ADOPTION

AN INFANT RATING SCALE, ITS VALIDATION AND USEFULNESS.
CD-15 ED 016 513

## ADOPTION (IDEAS)

TRANSPARENCY MASTERS FOR AGRICULTURAL EDUCATION, AN EXPERIMENT IN COOPERATIVE DEVELOPMENT AND USE OF VISUAL AIDS BY VOCATIONAL AGRICULTURE TEACHERS. INTERIM REPORT.
BR-7-0031 ED 016 770

THE ADOPTION OF EDUCATIONAL INNOVATIONS AMONG TEACHERS OF VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 783

AN EVALUATION OF THE OFF-FARM AGRICULTURAL OCCUPATIONS MATERIALS.
RES-SER-21 ED 016 853

## ADULT BASIC EDUCATION

PUBLIC SCHOOL ADULT EDUCATION, NUMBER 1. CURRENT INFORMATION SOURCES, NUMBER 9.
ED 016 154

A PILOT STUDY TO DEVELOP AND DETERMINE THE FEASIBILITY OF A PACKAGED MATERIALS PROGRAM FOR TEACHING READING AND THE GENERAL DEVELOPMENT AREA OF ADULT BASIC EDUCATION. FINAL REPORT.
BR-6-8675 ED 016 156

AN ANALYSIS OF UNESCO'S CONCEPT AND PROGRAM OF FUNDAMENTAL EDUCATION.
ED 016 163

TEACHING ADULTS BY TELEVISION, A REPORT OF AN EXPERIMENT IN THE TEACHING OF ELEMENTARY ENGLISH AND ARITHMETIC TO ADULT AFRICANS ON THE COPPERBELT, ZAMBIA, 1963-1965.
OP-6 ED 016 386

ADULT EDUCATION FOR MIGRANT AND SEASONAL FARM WORKERS. PROJECT REPORT, JUNE 12 - SEPTEMBER 1, 1967.
OEO-PROJ-11-4010-67001 ED 016 539

## ADULT BASIC EDUCATION *COMMUNICATION (THOUGHT TRANSFER)

A STUDY OF COMMUNICATIONS TO ADULTS OF LIMITED READING ABILITY BY SPECIALLY WRITTEN MATERIALS.
ED 016 164

## ADULT DROPOUTS

SURVEY STUDY OF CORRESPONDENCE DROPOUTS AND CANCELLATIONS.
ED 016 184

AN IDENTIFICATION OF SOME CHARACTERISTICS OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT OF AN EVENING TECHNICAL CURRICULUM.
ED 016 190

## ADULT EDUCATION

ADULT EDUCATION IN BRITISH COLUMBIA.
ED 016 160

WORKERS' EDUCATIONAL ASSOCIATION.
ED 016 162

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF (36TH, RIVERSIDE, CALIFORNIA, APRIL 12-17, 1964).
ED 016 310

THE PLACE OF THE ENGLISH PROGRAM IN ADULT EDUCATION.
ED 016 650

## ADULT EDUCATION PROGRAM

PUBLIC SCHOOL ADULT EDUCATION, NUMBER 1. CURRENT INFORMATION SOURCES, NUMBER 9.
ED 016 154

## ADULT EDUCATION PROGRAMS

A SURVEY AND ANALYSIS OF NATIVE ALASKAN ADULT EDUCATION PROGRAMS.
ED 016 166

COMMUNITY EDUCATION FOR ADULTS. CURRENT INFORMATION SOURCES, NUMBER 16.
ED 016 175

## ADULT EDUCATORS

THE PLACE OF THE ENGLISH PROGRAM IN ADULT EDUCATION.
ED 016 650

## ADULT LEARNING

DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING TASKS.
BR-6-2447 ED 016 148

THE RELATION OF THE LINKAGE THEORY TO MATURITY AND ITS IMPLICATIONS FOR ADULT EDUCATION.
ED 016 167

## ADULT READING PROGRAMS

1967 REVIEW OF RESEARCH IN COLLEGE-ADULT READING.
ED 016 578

## ADULT STUDENTS

IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY.
ED 016 568

THE PLACE OF THE ENGLISH PROGRAM IN ADULT EDUCATION.
ED 016 650

## ADULT VOCATIONAL EDUCATION

VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT.
ED 016 785

## ADVANCED PLACEMENT PROGRAMS

ANALYSIS, EVALUATION, AND REVISION OF EXISTING MATERIALS FOR AN

MODERN TEACHING OF SPANISH, FOLLOWED BY THE DISCUSSION OR CONFERENCE AS A LEARNING METHOD.
ED 016 431

THE "NEW" GRAMMAR, A SHORT INTRODUCTION FOR SCHOOL ADMINISTRATORS.
ED 016 667

## ARABIC

A DICTIONARY OF IRAQI ARABIC--ARABIC-ENGLISH. THE RICHARD SLADE HARRELL ARABIC SERIES, NUMBER TEN.
BR-5-1240 ED 016 212

PROGRAMMED INTRODUCTION TO ARABIC SCRIPT AND PHONOLOGY.
BR-6-1784 ED 016 221

## ARCHITECTURAL CHARACTER

CAMPUS DESIGN STUDY, DUKE UNIVERSITY.
ED 016 357

## ARCHITECTURAL ELEMENTS

CAMPUS DESIGN STUDY, DUKE UNIVERSITY.
ED 016 357

## AREA VOCATIONAL SCHOOLS

AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.
ED 016 824

## ARITHMETIC

GUIDELINES FOR MATHEMATICS IN THE ELEMENTARY SCHOOL.
ED 016 613

## ART

CRITERIA FOR EVALUATION OF CHILDREN'S ARTISTIC CREATIVITY. FINAL REPORT.
BR-5-8297 ED 016 239

## ART EDUCATION

INCREASING THE AWARENESS OF ART IDEAS OF CULTURALLY DEPRIVED KINDERGARTEN CHILDREN THROUGH EXPERIENCES WITH CERAMICS. FINAL REPORT.
BR-6-8647 ED 016 519

## ARTICULATION (PROGRAM)

WASHINGTON COMMUNITY COLLEGES COMPOSITE, UNIVERSITY OF WASHINGTON COMMUNITY COLLEGE TRANSFER PROGRAMS.
ED 016 460

COOPERATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES.
ED 016 469

TRANSFER PROGRAMS FOR WASHINGTON COMMUNITY COLLEGES.
ED 016 486

## ASPIRATION

THE LEVEL OF OCCUPATIONAL ASPIRATION OF MEN SCHOOL PRINCIPALS. NATIONAL PRINCIPALSHIP STUDY SERIES, MONOGRAPH 6. FINAL REPORT.
CRP-2536 ED 016 305

THE OCCUPATIONAL ASPIRATION SCALE--THEORY, STRUCTURE AND CORRELATES.
AES-TB-288 ED 016 712

THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTER-DISCIPLINARY RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION.
ED 016 798

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH. FINAL REPORT.
BR-5-0121 ED 016 849

## ASSOCIATE DEGREES

RATIONALE AND SUGGESTED GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF TWO-YEAR ASSOCIATE DEGREE NURSING PROGRAMS ADMINISTERED IN COOPERATION WITH THE VOCATIONAL-TECHNICAL EDUCATION BRANCH OF THE IOWA DEPARTMENT OF PUBLIC INSTRUCTION.
ED 016 864

## ASSOCIATION (PSYCHOLOGICAL)

NORMS OF SEQUENTIAL ASSOCIATIVE DEPENDENCIES IN ACTIVE DECLARATIVE SENTENCES.
BR-6-1784 ED 016 203

## ASSOCIATION TEST

IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY.
ED 016 568

## ASSOCIATIVE LEARNING

THE EFFECTS OF WORD-RELATEDNESS ON LEARNING.
BR-5-0777 ED 016 214

IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY.
ED 016 568

## ATHLETIC ACTIVITIES

FACILITIES AND SPACE ALLOCATIONS FOR PHYSICAL EDUCATION OUTDOOR TEACHING STATIONS FOR ELEMENTARY AND INTERMEDIATE PUBLIC SCHOOLS.
BULL-40-1967-ED ED 016 371

## ATTENTION

ATTENTION DIRECTING TECHNIQUES USED BY TEACHERS, ATTENTION AS A VARIABLE IN TEACHING RESEARCH. FINAL REPORT.
BR-6-8183 ED 016 245

## ATTENTION CONTROL

ATTENTION DIRECTING TECHNIQUES USED BY TEACHERS, ATTENTION AS A VARIABLE IN TEACHING RESEARCH. FINAL REPORT.
BR-6-8183 ED 016 245

## ATTITUDE TESTS

THE MEASUREMENT OF VOCATIONAL NEEDS. MINNESOTA STUDIES IN VOCATIONAL REHABILITATION, NUMBER 16.
BULL-39 ED 016 767

## ATTITUDES

AN EXPERIMENTAL INVESTIGATION OF ATTITUDE CHANGE PROCEDURES SUGGESTED BY CONTRAST AND ASSIMILATION PHENOMENA. FINAL REPORT.
BR-6-8413 ED 016 253

AN EXPERIMENTAL STUDY OF TELEVISED FOOD DEMONSTRATIONS TO DETERMINE THE EFFECTIVENESS OF PRESENTATION METHODS.
ED 016 403

## AUDIO EQUIPMENT

AN EXPERIMENTAL PROJECT TO MEASURE CERTAIN FACETS OF LANGUAGE GROWTH FOR HIGH SCHOOL STUDENTS IN BEGINNING FRENCH WHEN VARIATIONS OF LANGUAGE LABORATORY EQUIPMENT ARE UTILIZED IN THE INSTRUCTIONAL PROCESS. FINAL REPORT.
NDEA-VIIA-759-1 ED 016 408

## AUDIOLINGUAL METHODS

A HANDBOOK FOR TEACHERS OF ENGLISH (AMERICANIZATION-LITERACY). REVISED EDITION.
ED 016 191

LANGUAGE LABORATORY AND LANGUAGE LEARNING.
MONGR-2 ED 016 376

AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 3-4.
ED 016 428

CONDITIONING SYNTACTIC PERFORMANCE OF CHILDREN AT VARING GRADE LEVELS BY AUDIO-LINGUAL DRILLS ON TRANSFORMATIONS.
ED 016 663

## AUDIOLINGUAL SKILLS

SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE. TEACHER'S MANUAL.
BR-6-8349 ED 016 229

## AUDIOLOGY

THE USE OF LOW FREQUENCY RESIDUAL HEARING IN PROFOUNDLY DEAF CHILDREN.
ED 016 344

## AUDIOVISUAL AIDS

THE INSTRUCTIONAL MATERIALS CENTER.
BULL-369 ED 016 359

AUDIO-VISUAL EDUCATION--A TELEVISED COURSE OF INSTRUCTION. REVISED EDITION.
NDEA-VIIA-015-1 ED 016 382

VISUAL AIDS HANDBOOK FOR FOREIGN LANGUAGE TEACHERS.
ED 016 422

THE EFFECTIVENESS OF FOUR VARIATIONS OF PROGRAMED SCIENCE MATERIALS.
BR-5-0747 ED 016 608

TEACHER-PRODUCED INSTRUCTIONAL FILMS IN CHEMISTRY, 8MM AND SUPER 8.
ED 016 636

## AUDIOVISUAL COMMUNICATION

THE CHANGING ROLE OF THE AUDIOVISUAL PROCESS IN EDUCATION--A DEFINITION AND A GLOSSARY OF RELATED TERMS.
TDP-MONGR-1 ED 016 409

## AUDIOVISUAL INSTRUCTION

NEW MEDIA AND CHANGING EDUCATIONAL PATTERNS, A SUMMARY OF THE PREPARATIONS FOR, PRESENTATIONS, AND GROUP REPORTS OF THE NEW MEDIA WORKSHOP (TAHOE CITY, CALIFORNIA, AUGUST 1-7, 1965).
ED 016 383

TRI-STATE REGIONAL LEADERSHIP PLANNING CONFERENCE FOR THE DISSEMINATION OF INFORMATION ABOUT THE MORE EFFECTIVE USES OF THE NEW EDUCATIONAL MEDIA (NASHVILLE, AUGUST 10-12, 1959). FINAL REPORT.
ED 016 388

THE CHANGING ROLE OF THE AUDIOVISUAL PROCESS IN EDUCATION--A DEFINITION AND A GLOSSARY OF RELATED TERMS.
TDP-MONGR-1 ED 016 409

AUDIO-VISUAL INSTRUCTION, AN ADMINISTRATIVE HANDBOOK.
PUB-21-H ED 016 411

## AUDITORY DISCRIMINATION

EMPIRICAL STUDIES RELATED TO THE TEACHING OF FRENCH PRONUNCIATION TO AMERICAN STUDENTS.
BR-5-1093 ED 016 426

## AUDITORY TRAINING

THE USE OF LOW FREQUENCY RESIDUAL HEARING IN PROFOUNDLY DEAF CHILDREN.
ED 016 344

A STUDY OF THE EFFECTS OF AUDITORY TRAINING ON REMEDIAL READING.
ED 016 579

AN EXPERIMENTAL STUDY TO DETERMINE THE EFFICACY OF SPECIFIC TRAINING IN LISTENING.
ED 016 656

## AURALLY HANDICAPPED

CONFERENCE OF EXECUTIVES OF AMERICAN SCHOOLS FOR THE DEAF (36TH, RIVERSIDE, CALIFORNIA, APRIL 12-17, 1964).
ED 016 310

VISION AND HEARING SCREENING IN SELECTED CLASSES FOR THE MENTALLY RETARDED, CITY OF DETROIT, MICHIGAN.
ED 016 315

A SUMMARY REPORT ON THE REVISION AND RESTANDARDIZATION OF THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE.
VRA-RD1173-S ED 016 335

CONQUERING CHILDHOOD DEAFNESS, A NEW TECHNIQUE FOR OVERCOMING HEARING PROBLEMS IN INFANTS AND CHILDREN.
ED 016 343

THE USE OF LOW FREQUENCY RESIDUAL HEARING IN PROFOUNDLY DEAF CHILDREN.
ED 016 344

SCALES AND PROCEDURES FOR ASSESSING SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS.
BR-6-8720 ED 016 349

## AUTHORITY

POLARIZATION TO PARADOX.
ED 016 150

## AUTO MECHANICS

EMPLOYMENT EXPERIENCES OF GRADUATES IN AUTOMOTIVE MECHANICS, MERGENTHALER AND CARVER HIGH SCHOOLS, BALTIMORE. YOUTH EMPLOYMENT PROJECT, REPORT 2.
ED 016 768

## AUTOBIOGRAPHIES

PENNSYLVANIA IN AUTOBIOGRAPHY.
ED 016 665

## AUTOINSTRUCTIONAL PROGRAMS

AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 3-4.
ED 016 428

## AVERAGE STUDENTS

PROGRAM TO EXTEND CURRICULM MATERIALS IN ENGLISH FOR THE ABLE TO A WIDER STUDENT GROUP. FINAL REPORT.
CRP-H-162 ED 016 664

## AVIATION TECHNOLOGY

INVESTIGATION INTO THE RETRIEVAL INDEXING AND SEARCHING SYSTEM. FINAL REPORT.
ED 016 502

## BASIC SKILLS

AN ANALYSIS OF ACADEMIC IMPROVEMENT IN THE BASIC STUDIES PROGRAM OF MIAMI-DADE JUNIOR COLLEGE.
ED 016 472

LESSONS IN THE BASIC PROCESSES IN COMPOSITION.
H-003-5 ED 016 645

METHODS AND PSYCHOLOGY OF TEACHING THE SLOW LEARNER.
ED 016 727

## BEGINNING READING

COLLECTING A DATA BASE FOR AN EDUCATIONAL TECHNOLOGY. 1, EVOLVING A PSYCHOLINGUISTIC READING PROGRAM.
ED 016 577

LANGUAGE EXPERIENCE APPROACH FOR CHILDREN WITH NON-STANDARD DIALECTS.
ED 016 588

ADAPTING A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN.
ED 016 602

SUCCESS FOR DISADVANTAGED CHILDREN.
ED 016 738

## BEGINNING TEACHERS

A ROLE ANALYSIS OF THE BEGINNING TEACHER OF VOCATIONAL AGRICULTURE IN OHIO, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 781

## BEHAVIOR

THE INTERNAL ORGANIZATION OF COMPUTER MODELS OF COGNITIVE BEHAVIOR.
BR-5-0216 ED 016 298

## BEHAVIOR CHANGE

DYNAMIC EQUILIBRIUM IN THERAPEUTIC SITUATIONS.
ED 016 240

SUMMARY OF BEHAVIOR PATTERNS OF NORMAL CHILDREN.
CRP-S-023-SUMM ED 016 531

## BEHAVIOR DEVELOPMENT

EFFECTS OF SPECIAL MEDIA INSTITUTE PROGRAMS UPON THE BEHAVIOR OF TITLE XI NDEA INSTITUTE DIRECTORS (ENGLISH, HISTORY, GEOGRAPHY, READING, MODERN FOREIGN LANGUAGES, AND SCHOOL LIBRARY PERSONNEL). FINAL REPORT.
ED 016 406

## BEHAVIOR PATTERNS

POSITIVE SOCIAL REINFORCEMENT IN THE NURSERY SCHOOL PEER GROUP.
ED 016 515

SUMMARY OF BEHAVIOR PATTERNS OF NORMAL CHILDREN.
CRP-S-023-SUMM ED 016 531

THE ALIENATED SPEAK.
ED 016 693

SOCIAL CLASS AND CHILD-REARING PRACTICES.
ED 016 722

## BEHAVIOR PROBLEMS

BEHAVIORAL AND LEARNING DISABILITIES ASSOCIATED WITH COGNITIVE-MOTOR DYSFUNCTION. INTERIM REPORT.
BR-7-0319 ED 016 254

## BEHAVIOR RATING SCALES

THE NATURE OF SCHOOL ANXIETY AND ITS RELATIONSHIP TO CHILDREN'S SCHOOL BEHAVIOR.
ED 016 242

EVALUATION OF STUDENT TEACHING IN HOME ECONOMICS.
BR-5-1333 ED 016 860

## BEHAVIORAL OBJECTIVES

INSTRUCTIONAL PERFORMANCE OBJECTIVES FOR A COURSE IN GENERAL BIOLOGY.
ED 016 482

## BELIEFS

PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS.
ED 016 161

## BIBLIOGRAPHIES

BIBLIOGRAPHIES OF AMERICAN INDIAN LANGUAGES.
ED 016 200

PROGRAMMED LEARNING--A BIBLIOGRAPHY OF PROGRAMS AND PRESENTATION DEVICES. FOURTH EDITION.
ED 016 393

COMPUTER ASSISTED INSTRUCTION, A SELECTED BIBLIOGRAPHY AND KWIC INDEX.
NWL-TM-K-3-67 ED 016 417

PROGRAMMED INSTRUCTION--A SELECTED BIBLIOGRAPHY.
EDS-TDR-62-225 ED 016 418

THE JUNIOR AND COMMUNITY COLLEGE FACULTY, A BIBLIOGRAPHY.
ED 016 490

MEXICAN-AMERICAN EDUCATION, A BIBLIOGRAPHY.
ED 016 562

BIBLIOGRAPHIES, ELEMENTARY SCHOOL MATHEMATICS.
ED 016 611

CONCEPT LEARNING AND CONCEPT TEACHING.
PREPRINT-27 ED 016 626

SCIENCE AND ENGINEERING REFERENCE SOURCES, A GUIDE FOR STUDENTS AND LIBRARIANS.
ED 016 628

PENNSYLVANIA IN AUTOBIOGRAPHY.
ED 016 665

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--HIGH SCHOOL AGE YOUTH.
BR-7-0633 ED 016 871

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--YOUTH WITH SPECIAL NEEDS.
BR-7-0633 ED 016 872

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE WITH EDUCATIONAL NEEDS BEYOND THE HIGH SCHOOL.
BR-7-0633 ED 016 873

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS SERVICE--TOWARD TEACHING EXCELLENCE.
BR-7-0633 ED 016 874

## BILINGUAL STUDENTS

ADAPTING A BEGINNING READING PROGRAM FOR SPANISH-SPEAKING CHILDREN.
ED 016 602

## BILINGUALISM

BILINGUAL EDUCATION, RESEARCH AND TEACHING, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (4TH, EL PASO, NOVEMBER 10-11, 1967). REPORTS.
ED 016 434

BILINGUALISM, ANNUAL CONFERENCE OF THE SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS (3RD, EL PASO, NOVEMBER 4-5, 1966). REPORTS.
ED 016 435

HOW NEW MEXICO SCHOOLS ARE USING FEDERAL FUNDS TO MEET LOCAL NEEDS.
ED 016 536

## BIOLOGICAL SCIENCES

INSTRUCTIONAL PERFORMANCE OBJECTIVES FOR A COURSE IN GENERAL BIOLOGY.
ED 016 482

AN ASSESSMENT OF QUALITY IN GRADUATE EDUCATION.
ED 016 621

## BIOLOGY INSTRUCTION

INSTRUCTIONAL PERFORMANCE OBJECTIVES FOR A COURSE IN GENERAL BIOLOGY.
ED 016 482

## BIOMEDICAL EQUIPMENT TECHNICIANS

DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY, PHASE I. FINAL REPORT.
BR-5-0175 ED 016 845

## BOARD OF EDUCATION POLICY

SCHOOL INTEGRATION IN SYRACUSE, NEW YORK.
ED 016 716

A PLAN FOR EDUCATIONAL POLICY AND ADMINISTRATIVE UNITS, FURTHER DECENTRALIZATION OF THE PUBLIC SCHOOLS.
ED 016 761

## BOARD OF EDUCATION ROLE

THE SCHOOL BOARD AS AN AGENCY FOR RESOLVING CONFLICT.
BR-5-0338 ED 016 280

## BOND ISSUES

THE DECISION-MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS.
ED 016 800

## BOOK CATALOGS

MECHANIZATION STUDY OF THE ARMY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, U.S. ARMY LIBRARY, WASHINGTON, D.C.
BAARINC-914-1-30 ED 016 506

## BOOKKEEPING

A FOLLOW-UP OF NEW YORK STATE HIGH SCHOOL BOOKKEEPING STUDENTS. FINAL REPORT, BOR 3 AND 13.
ED 016 837

## BOOKLISTS

BOOKS TO READ BEFORE COLLEGE.
ED 016 598

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ED 016 410

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ED 016 681

HARD WORK IS FUN, A COLLECTION OF COMPOSITIONS WRITTEN DURING THE 1966-1967 SCHOOL YEAR.
ED 016 756

## COMPOSITION SKILLS

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H-003-1 ED 016 641

## COMPOSITION SKILLS (LITERARY)

WRITER AND AUDIENCE.
H-003-2 ED 016 642

PAPERS ON COMPOSITION.
H-003-3 ED 016 643

LESSONS IN THE WRITING PROCESS.
H-003-4 ED 016 644

LESSONS IN THE BASIC PROCESSES IN COMPOSITION.
H-003-5 ED 016 645

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THE DEVELOPMENT AND PRESENTATION OF FOUR COLLEGE COURSES BY COMPUTER TELEPROCESSING. FINAL REPORT.
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THE UNIQUENESS OF THE INDIVIDUAL.
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ED 016 425

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ED 016 423

FOREIGN LANGUAGE LEARNING, A BEGINNING NOT AN END.
ED 016 441

## CULTURAL CONTEXT

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## CULTURAL IMAGES

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HARD WORK IS FUN, A COLLECTION OF COMPOSITIONS WRITTEN DURING THE 1966-1967 SCHOOL YEAR.
ED 016 756

## DISADVANTAGED YOUTH

THE EFFECTS OF DIFFERENT LANGUAGE INSTRUCTION ON THE USE OF ATTRIBUTES OF PRE-KINDERGARTEN DISADVANTAGED CHILDREN.
ED 016 522

SECOND-YEAR REPORT ON AN EVALUATIVE STUDY OF PREKINDERGARTEN PROGRAMS FOR EDUCATIONALLY DISADVANTAGED CHILDREN.
BR-5-0540 ED 016 523

THE LANGUAGE AND READING EDUCATION PROGRAM OF THE SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY.
ED 016 542

A COMPARISON OF THE RESPONSES OF TWO GROUPS OF SEVENTH GRADE PUPILS TO THE SAME READING SELECTIONS.
ED 016 592

MIRACLE OF SOCIAL ADJUSTMENT--DESEGREGATION IN THE WASHINGTON, D.C. SCHOOLS. FREEDOM PAMPHLET SERIES.
ED 016 688

MATERIALS THE DISADVANTAGED NEED--AND DON'T NEED.
ED 016 694

THE DURHAM EDUCATION IMPROVEMENT PROGRAM, 1966-1967.
ED 016 695

TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS ASSOCIATED WITH THE CURRENT EMPHASIS UPON THE DISADVANTAGED CHILD. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES.... PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.
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MEDIA AND CHILDREN OF THOSE WHO ARE NOT LIKE US. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES...PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.
BR-5-0080 ED 016 698

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ED 016 704

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ED 016 728

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ED 016 729

EVALUATION--PLUS, 1966-1967.
ED 016 733

A STUDY OF THE EFFECTS OF AN ELEMENTARY SCHOOL ENRICHMENT PROGRAM ON THE SCHOOL ACHIEVEMENT OF WELFARE RECIPIENT CHILDREN. FINAL REPORT.
BR-6-8107 ED 016 734

ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA.
ED 016 737

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ED 016 738

LANGUAGE ARTS PROJECT.
ED 016 746

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ED 016 749

A MULTIPLE ACTIVITIES PROGRAM TO AID INTERCULTURAL DEVELOPMENT--TITLE I APPLICATION FOR ELEMENTARY AND SECONDARY EDUCATION ACT FUNDS.
ED 016 750

READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH.
ED 016 752

PROJECT OPEN FUTURE.
ED 016 753

A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.
HR-489 ED 016 791

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. INTERIM REPORT AND STATISTICAL EVALUATION.
BR-5-0005 ED 016 868

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--YOUTH WITH SPECIAL NEEDS.
BR-7-0633 ED 016 872

## DISCRIMINATION LEARNING

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BR-6-8338 ED 016 261

DISCRIMINATION LEARNING, PROBLEM SOLVING, AND CHOICE PATTERNING BY CHILDREN AS A FUNCTION OF INCENTIVE VALUE, MOTIVATION, AND SEQUENTIAL DEPENDENCIES. FINAL REPORT.
CRP-2512-FR ED 016 518

## DISPLAY UNITS (COMPUTERS)

INTERACTIVE DISPLAYS FOR DOCUMENT RETRIEVAL.
SP-2557 ED 016 499

## DISTRIBUTIVE EDUCATION

DE CHECKERS DELIVER. EMPLOYMENT OPPORTUNITIES BREAK FOR DETRAINED CHECKERS AND SALES PERSONNEL IN SPOKANE AREA.
ED 016 467

PILOT TRAINING PROJECT, BASED ON DIRECTED OCCUPATIONAL EXPERIENCE FOR TEACHERS OF MARKETING AND DISTRIBUTION.
BR-6-1594 ED 016 805

TRAINING INSTITUTE TO UPGRADE TEACHERS OF VOCATIONAL AGRICULTURE IN DISTRIBUTIVE EDUCATION AND SUPERVISED TRAINING IN OFF-FARM AGRICULTURAL OCCUPATIONS. FINAL REPORT.
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## DOCTORAL PROGRAMS

COMMITTEES ON GRADUATE STUDENTS, AN ANSWER.
ED 016 678

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INVESTIGATION INTO THE RETRIEVAL INDEXING AND SEARCHING SYSTEM. FINAL REPORT.
ED 016 502

## DOCUMENTATION

INFORMATION RETRIEVAL EXPERIMENT. FINAL REPORT.
ED 016 496

THE MAKING OF TEST--THESAURUS OF ENGINEERING AND SCIENTIFIC TERMS. FINAL REPORT OF PROJECT LEX.
ED 016 500

## DORMITORIES

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AN IDENTIFICATION OF SOME CHARACTERISTICS OF STUDENTS WHO COMPLETE AND STUDENTS WHO DROP OUT OF AN EVENING TECHNICAL CURRICULUM.
ED 016 190

## DROPOUT IDENTIFICATION

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH. FINAL REPORT.
BR-5-0121 ED 016 849

## DROPOUT PREVENTION

SURVEY STUDY OF CORRESPONDENCE DROPOUTS AND CANCELLATIONS.
ED 016 184

## DROPOUT RESEARCH

ABSTRACTS OF TECHNICAL NOTES OF THE DIVISION OF OPERATIONS ANALYSIS.
TN-44 ED 016 281

## DROPOUTS

THE WARRIOR DROPOUTS.
ED 016 529

OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROP-OUTS FROM RURAL AREAS IN IOWA.
ED 016 799

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. INTERIM REPORT AND STATISTICAL EVALUATION.
BR-5-0005 ED 016 868

## DRUG ADDICTION

ALCOHOL. . . .NARCOTICS EDUCATION, A HANDBOOK FOR TEACHERS.
ED 016 629

DRUG ABUSE, A SOURCE BOOK AND GUIDE FOR TEACHERS.
ED 016 630

## DRUG LEGISLATION

DRUG ABUSE, A SOURCE BOOK AND GUIDE FOR TEACHERS.
ED 016 630

## EARLY CHILDHOOD

TRAINING EFFECTS AND CONCEPT DEVELOPMENT--A STUDY OF THE CONSERVATION OF CONTINUOUS QUANTITY IN CHILDREN.
ED 016 533

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CHILD CARE AND GUIDANCE, A SUGGESTED POST HIGH SCHOOL CURRICULUM.
OE-87021 ED 016 169

TRENDS IN EARLY CHILDHOOD AND ELEMENTARY SCHOOL PROGRAMS ASSOCIATED WITH THE CURRENT EMPHASIS UPON THE DISADVANTAGED CHILD. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES.... PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.
BR-5-0080 ED 016 697

## EARLY EXPERIENCE

THE EARLY TRAINING PROJECT FOR DISADVANTAGED CHILDREN--A REPORT AFTER FIVE YEARS.
ED 016 514

## EARTH SCIENCE

EARTH SCIENCE, A GUIDE FOR TEACHERS.
PUB-130G ED 016 604

## ECONOMIC DEVELOPMENT

LITERACY AND ECONOMIC DEVELOPMENT.
ED 016 174

THE ECONOMIC ASPECTS OF URBANIZATION, ECONOMIC CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 2.
ED 016 179

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ED 016 303

PLANNING THE END OF THE AMERICAN GHETTO--A PROGRAM OF ECONOMIC DEVELOPMENT FOR EQUAL RIGHTS.
ED 016 692

## ECONOMIC DISADVANTAGEMENT

THE PEOPLE LEFT BEHIND, A REPORT BY THE PRESIDENT'S NATIONAL ADVISORY COMMISSION ON RURAL POVERTY.
ED 016 543

EDUCATIONAL OPPORTUNITIES PROVIDED BY COMMUNITY ACTION PROGRAMS.
ED 016 551

THE LOWER STATUS PUERTO RICAN FAMILY. REVISED.
ED 016 690

THE CULTURE OF POVERTY AMONG AMERICAN NEGROES.
IREC-PAP-VOL-1-NO-3 ED 016 725

## ECONOMIC FACTORS

THE ECONOMIC ASPECTS OF URBANIZATION, ECONOMIC CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 2.
ED 016 179

## ECONOMICALLY DISADVANTAGED

CIVIC LEADERSHIP DEVELOPMENT. FINAL REPORT AND EVALUATION OF GRANT 66 - 1 - 1 UNDER PUBLIC LAW 89-329, TITLE I.
ED 016 152

A DEMONSTRATION PROJECT IN THE DEVELOPMENT OF RURAL CHILD CARE.
ED 016 545

THE ALIENATED SPEAK.
ED 016 693

## ECONOMICS

GRADE 5, OUR WORLD - GEOGRAPHIC AND ECONOMIC STUDIES.
ED 016 625

## EDUCATION

SIMULATION IN TRAINING AND EDUCATION.
PP-40-67 ED 016 172

EDUCATION ACROSS CULTURES.
ED 016 537

EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS.
ED 016 561

MEXICAN-AMERICAN EDUCATION, A BIBLIOGRAPHY.
ED 016 562

## EDUCATIONAL ADMINISTRATION

PROBLEMS AND ISSUES OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION.
ED 016 278

EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.
ED 016 286

VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT.
ED 016 785

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT.
BR-6-2921 ED 016 858

## EDUCATIONAL BACKGROUND

EDUCATION AND VOCATIONAL TRAINING OF TEC CLAIMANTS.
ED 016 810

## EDUCATIONAL CHANGE

STRATEGIES FOR EDUCATIONAL CHANGE IN PUPIL PERSONNEL SERVICES.
ED 016 275

FROM THE BASIC ISSUES CONFERENCE TO THE DARTMOUTH SEMINAR--PERSPECTIVES ON THE TEACHING OF ENGLISH.
ED 016 683

FIVE YEARS OF CHANGE IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS IN MICHIGAN, A RESEARCH REPORT TO THE CITIZENS OF MICHIGAN, 1.
ED 016 709

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ED 016 405

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ED 016 670

## EDUCATIONAL EQUIPMENT

A COMPARISON OF TWO METHODS OF TEACHING CONCEPTS ABOUT THE PLASTICS INDUSTRY FOR INDUSTRIAL ARTS EDUCATION. FINAL REPORT.
BR-6-8022 ED 016 831

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ED 016 736

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ED 016 856

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INSTRUCTION IN INTER-AMERICAN RELATIONS IN MEDIUM AND SMALLER STATE COLLEGES AND UNIVERSITIES OF WESTERN UNITED STATES AND MEXICO. FINAL REPORT.
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ED 016 458

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ED 016 606

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ED 016 607

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ED 016 710

REPORT OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE TO THE BOARD OF EDUCATION. VOLUME I.
ED 016 754

STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II.
ED 016 755

## EDUCATIONAL FINANCE

PROGRAM-ORIENTED INFORMATION--A MANAGEMENT SYSTEMS COMPLEX FOR STATE EDUCATION AGENCIES. PART I, ANALYSIS AND PROPOSALS. INTERIM REPORT ON A COLLABORATIVE PROJECT "TENTATIVE GUIDES FOR A STATE EDUCATION AGENCY FISCAL, PERSONNEL, AND PROGRAM INFORMATION SYSTEM."
ED 016 307

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ED 016 308

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ED 016 748

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ED 016 754

STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II.
ED 016 755

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SP-2148 ED 016 387

A NATIONAL POLICY FOR EDUCATIONAL TELEVISION.
ED 016 404

## EDUCATIONAL INNOVATION

RECENT CURRICULUM DEVELOPMENTS AT THE MIDDLE LEVEL OF FRENCH, WEST GERMAN, AND ITALIAN SCHOOLS.
BR-5-8451 ED 016 276

THE PRESIDENT AS AN INNOVATOR.
ED 016 306

TECHNOLOGY IN EDUCATION. EDUCATION U.S.A. SPECIAL REPORT.
ED 016 396

FOREIGN-LANGUAGE TEACHING TODAY IN THE UNITED STATES.
ED 016 425

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ED 016 741

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ED 016 747

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ED 016 783

## EDUCATIONAL INTEREST

THE EDUCATIONAL NEEDS AND INTERESTS OF THE PART-TIME FARMERS IN HOCKING COUNTY.
ED 016 158

## EDUCATIONAL LEGISLATION

WHERE IS DAY CARE HEADING.
ED 016 530

VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION.
ED 016 788

## EDUCATIONAL NEEDS

THE EDUCATIONAL NEEDS AND INTERESTS OF THE PART-TIME FARMERS IN HOCKING COUNTY.
ED 016 158

EDUCATIONAL NEEDS OF MANAGERS AND SUPERVISORS IN CITIES, BOROUGHS, AND TOWNSHIPS IN PENNSYLVANIA.
ED 016 176

AN EVALUATION STUDY WITH RECOMMENDATIONS.
ED 016 312

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BECNY-PUB-42 ED 016 321

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TN-7 ED 016 818

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## EDUCATIONAL OBJECTIVES

THE STUDY OF COLLEGE ENVIRONMENTS USING PATH ANALYSIS.
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ED 016 364

INSTRUCTIONAL PERFORMANCE OBJECTIVES FOR A COURSE IN GENERAL BIOLOGY.
ED 016 482

MANUAL OF OUTDOOR CONSERVATION EDUCATION.
ED 016 606

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ED 016 629

THE BASIC ISSUES IN THE TEACHING OF ENGLISH.
ED 016 640

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## EDUCATIONAL OPPORTUNITIES

FORCES AFFECTING LOCAL DISTRICT REORGANIZATION.
ED 016 541

EDUCATIONAL OPPORTUNITIES PROVIDED BY COMMUNITY ACTION PROGRAMS.
ED 016 551

## EDUCATIONAL PARKS

THE EDUCATION PARK--WHAT SHOULD IT BE--EDUCATIONAL SPECIFICATIONS FOR THE NORTHEAST BRONX EDUCATION PARK.
ED 016 710

## EDUCATIONAL PHILOSOPHY

THE RE-EDUCATION OF PERSONS IN THEIR HUMAN RELATIONSHIPS.
ED 016 149

## EDUCATIONAL PLANNING

LITERACY AND ECONOMIC DEVELOPMENT.
ED 016 174

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ED 016 755

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TN-47 ED 016 817

A TECHNIQUE FOR PROJECTION OF OCCUPATIONAL-EDUCATIONAL REQUIREMENTS FOR STATE EDUCATIONAL PLANNING AREAS.
TN-7 ED 016 818

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THE MANPOWER REPORT OF THE PRESIDENT, A REPRINT FROM THE 1967 MANPOWER REPORT.
ED 016 806

## EDUCATIONAL PRACTICE

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ED 016 278

PROJECT TALENT, IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS--SELECTED PUPIL AND SCHOOL CHARACTERISTICS IN RELATION TO PERCENTAGE OF NEGROES IN SCHOOL ENROLLMENT. FINAL REPORT.
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## EDUCATIONAL PROBLEMS

FOREIGN-LANGUAGE TEACHING TODAY IN THE UNITED STATES.
ED 016 425

CRITERION PROBLEMS AND CURRICULUM EVALUATION.
ED 016 790

A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.
HR-489 ED 016 791

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ED 016 302

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ED 016 561

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ED 016 621

UNIVERSITY CURRICULA IN THE MARINE SCIENCES.
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ED 016 706

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OE-25045 ED 016 238

PROBLEMS AND ISSUES OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION.
ED 016 278

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BR-5-1408 ED 016 304

TELEVISION, RADIO AND FILMS--A SURVEY.
ED 016 375

THE AIR FORCE-OAR CONTRIBUTION TO PROGRAMED INSTRUCTION.
OAR-64-10 ED 016 416

WHAT WE SHOULD TEACH.
ED 016 638

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THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTER-DISCIPLINARY RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION.
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THE USE OF LOW FREQUENCY RESIDUAL HEARING IN PROFOUNDLY DEAF CHILDREN.
ED 016 344

THE EFFECTIVENESS OF A SPECIFIC PROGRAM BASED ON LANGUAGE DIAGNOSIS IN OVERCOMING LEARNING DISABILITIES OF MENTALLY RETARDED-EMOTIONALLY DISTURBED CHILDREN.
BR-6-8375 ED 016 347

THE RELATIONSHIP BETWEEN INTENTIONAL LEARNING, INCIDENTAL LEARNING AND TYPE OF REWARD IN PRESCHOOL EDUCABLE MENTAL RETARDATES.
BR-6-8144 ED 016 348

SCALES AND PROCEDURES FOR ASSESSING SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS.
BR-6-8720 ED 016 349

COGNITIVE FLEXIBILITY TRAINING WITH EDUCABLE RETARDED AND BRIGHT NORMAL CHILDREN OF THE SAME MENTAL AGE.
ED 016 350

## EXCEPTIONAL CHILD SERVICES

PROCEEDINGS OF THE CONFERENCE ON AID TO THE VISUALLY LIMITED (WASHINGTON, D.C., MARCH 24-25, 1966).
ED 016 322

MASSACHUSETTS PLANS FOR ITS RETARDED.
ED 016 330

CRIPPLED CHILDREN'S PROGRAM, STATISTICAL HIGHLIGHTS, 1964.
CB-SS-87 ED 016 332

PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN CALIFORNIA.
ED 016 336

NATIONAL DIRECTORY OF SPECIAL EDUCATION PREPARATION PROGRAMS, A LIST OF COLLEGES AND UNIVERSITIES OFFERING AN ORGANIZED SEQUENCE OF SPECIALIZED PREPARATION FOR TEACHERS AND OTHER PERSONNEL ENGAGED IN THE EDUCATION OF EXCEPTIONAL CHILDREN.
ED 016 337

## EXPECTANCY TABLES

METHODS OF PROJECTING BIRTHS.
TN-36 ED 016 291

## EXPERIMENTAL PROGRAMS

THE IMPACT OF MULTI-LEVEL MATERIALS ON TEACHING BEHAVIOR AND LEARNING OUTCOMES.
BR-5-8472 ED 016 284

MODERN TEACHING OF SPANISH, FOLLOWED BY THE DISCUSSION OR CONFERENCE AS A LEARNING METHOD.
ED 016 431

THE MACRO-PROGRAMMED CURRICULUM FINAL REPORT.
ED 016 475

AN EXPERIMENTAL PROGRAM FOR THE EDUCATION OF ENGLISH TEACHERS.
ED 016 669

## EXPERIMENTAL SCHOOLS

THE DURHAM EDUCATION IMPROVEMENT PROGRAM, 1966-1967.
ED 016 695

## EXPERIMENTS

LEARNER CHARACTERISTICS AND INSTRUCTIONAL MODE--THE RELATIONSHIP OF ANXIETY, COMPULSIVITY, CREATIVITY, AND EXHIBITIONISM TO SUCCESS IN LEARNING FROM PROGRAMED AND CONVENTIONAL INSTRUCTION. FINAL REPORT.
CRP-2425 ED 016 380

VISUAL AND AUDIO PRESENTATION IN MACHINE PROGRAMED INSTRUCTION. FINAL REPORT.
BR-5-0724 ED 016 400

A DEMONSTRATION MODEL OF A MEANS TO DISSEMINATE ADVANCEMENTS IN INSTRUCTIONAL USES OF EDUCATIONAL MEDIA. FINAL REPORT.
BR-5-0271 ED 016 407

## FACILITY EXPANSION

LONG RANGE CONSTRUCTION PROGRAM. UNIVERSITIES AND COLLEGES OF MONTANA.
ED 016 373

## FACILITY GUIDELINES

ESTIMATED SPACE REQUIREMENTS FOR FT. WAYNE FACILITY TO BE JOINTLY OCCUPIED BY INDIANA UNIVERSITY AND PURDUE UNIVERSITY.
ED 016 368

VOCATIONAL-TECHNICAL FACILITIES PROJECT. PROGRESS REPORT.
ED 016 866

## FACILITY INVENTORY

FACILITIES INVENTORY MANUAL FOR THE UNITS OF HIGHER EDUCATION IN MONTANA.
ED 016 372

## FACSIMILE TRANSMISSION

FACSIMILE TRANSMISSION IN LIBRARIES-A STATE OF THE ART SURVEY.
ISO-TM-1 ED 016 492

## FACTOR ANALYSIS

CONCEPTIONS OF WORK, PLAY, COMPETENCE, AND OCCUPATION IN JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. FINAL REPORT.
CRP-1866 ED 016 257

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX B.
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## FACULTY ADVISORS

COMMITTEES ON GRADUATE STUDENTS, AN ANSWER.
ED 016 678

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THE DIMENSIONS OF THE DEAN'S TASKS, PROCEEDINGS OF THE CONFERENCE FOR NEWLY APPOINTED JUNIOR COLLEGE DEANS (1ST, APPALACHIAN STATE COLLEGE, BOONE, NORTH CAROLINA, AUGUST 6-10, 1962).
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## FACULTY PROMOTION

PROFESSIONAL CAREER OF THE COLLEGE ENGLISH TEACHER, PRESENT PRACTICES AND SOME DESIRABLE PRINCIPLES.
ED 016 680

## FAMILY ENVIRONMENT

INTERRELATIONSHIP OF HOME ENVIRONMENT AND EMPLOYMENT.
ED 016 766

## FAMILY LIFE

THE LOWER STATUS PUERTO RICAN FAMILY. REVISED.
ED 016 690

## FARM LABOR

FARMWORKERS, A REPRINT FROM THE 1966 MANPOWER REPORT.
ED 016 827

## FARM MANAGEMENT

AN APPRAISAL OF INSTRUCTIONAL UNITS TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES. APPENDIX TO FINAL REPORT.
BR-6-8763 ED 016 838

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THE ROLE OF INSTITUTIONAL RESEARCH IN PLANNING, PROCEEDINGS OF ANNUAL NATIONAL INSTITUTE RESEARCH FORUM (3RD, MCGREGOR CONFERENCE CENTER, WAYNE STATE UNIVERSITY, MAY 5-7, 1963).
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A COMPUTER SIMULATION OF A STATEWIDE FILM LIBRARY NETWORK--A FEASIBILITY STUDY FOR ACTUAL OPERATION. FINAL REPORT.
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## FEDERAL AID

THE FEDERAL INVESTMENT IN HIGHER EDUCATION, THE NEED FOR A SUSTAINED COMMITMENT.
ED 016 447

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THE MANPOWER REPORT OF THE PRESIDENT, A REPRINT FROM THE 1967 MANPOWER REPORT.
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## FEDERAL LAWS

PUBLIC LAW 89-287, 89TH CONGRESS, HR 7743.
ED 016 804

## FEDERAL LEGISLATION

THE FEDERAL INVESTMENT IN HIGHER EDUCATION, THE NEED FOR A SUSTAINED COMMITMENT.
ED 016 447

PLANNING THE ANTI-POVERTY STRATEGY. PART TWO.
ED 016 763

VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION.
ED 016 788

THE CHALLENGE OF VOCATIONAL EDUCATION FOR SCHOOLS, STATES, AND THE NATION.
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COMMUNITY EDUCATION FOR ADULTS. CURRENT INFORMATION SOURCES, NUMBER 16.
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ED 016 737

PROJECT GUIDELINES FOR THE DEVELOPMENT OF PROJECTS UNDER TITLE I. REVISED.
ED 016 739

LANGUAGE ARTS PROJECT.
ED 016 746

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ED 016 758

TITLE I ESEA ANNUAL EVALUATION REPORT, 1965-1966.
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A COMPARATIVE STUDY OF TWO PRESCHOOL PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN--A HIGHLY STRUCTURED AND A TRADITIONAL PROGRAM.
BR-5-1181 ED 016 524

## IDENTIFICATION

LEARNING DISABILITY--A FAMILIAL STUDY.
ED 016 711

## ILLITERATE ADULTS

ADULT EDUCATION IN BRITISH COLUMBIA.
ED 016 160

PERSONALITY FACTORS WHICH MAY INTERFERE WITH THE LEARNING OF ADULT BASIC EDUCATION STUDENTS.
ED 016 161

## IMPROVEMENT PROGRAMS

AN ANALYSIS OF ACADEMIC IMPROVEMENT IN THE BASIC STUDIES PROGRAM OF MIAMI-DADE JUNIOR COLLEGE.
ED 016 472

## INCIDENTAL LEARNING

EVALUATION OF THE INFLUENCE OF EDUCATIONAL PROGRAMS ON MEXICAN-AMERICANS.
ED 016 561

## INDEPENDENT READING

BOOKS TO READ BEFORE COLLEGE.
ED 016 598

## INDEPENDENT STUDY

THE LIBRARY JUNIOR COLLEGE. A NEW AND LARGER ROLE FOR THE LIBRARY IN THE JUNIOR COLLEGE.
ED 016 364

SELF-DIRECTION IN PROGRAMED INSTRUCTION--EFFECTS ON LEARNING IN LOW-ABILITY STUDENTS.
AIR-D10-7-63-TR ED 016 401

INNOVATION IN STUDENT DISCUSSION RELATED PROCEDURES.
BR-5-0923 ED 016 402

A FORMAL COURSE IN OCEANOGRAPHY AT THE SECONDARY SCHOOL LEVEL THROUGH INDEPENDENT STUDY, SUMMARY REPORT AND FINAL REPORT.
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## INDEXING

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ED 016 500

INVESTIGATION INTO THE RETRIEVAL INDEXING AND SEARCHING SYSTEM. FINAL REPORT.
ED 016 502

EXPERIMENTAL RETRIEVAL SYSTEMS STUDIES, REPORT NUMBER 3.
ED 016 504

## INDIVIDUAL CHARACTERISTICS

THE EDUCATIONAL NEEDS AND INTERESTS OF THE PART-TIME FARMERS IN HOCKING COUNTY.
ED 016 158

LEARNER CHARACTERISTICS AND INSTRUCTIONAL MODE--THE RELATIONSHIP OF ANXIETY, COMPULSIVITY, CREATIVITY, AND EXHIBITIONISM TO SUCCESS IN LEARNING FROM PROGRAMED AND CONVENTIONAL INSTRUCTION. FINAL REPORT.
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MEDIA AND CHILDREN OF THOSE WHO ARE NOT LIKE US. A STUDY OF THE CONCENTRATION OF EDUCATIONAL MEDIA RESOURCES...PART I--EDUCATION OF THE CULTURALLY DISADVANTAGED.
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## INDIVIDUAL DIFFERENCES

MOTIVATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES IN COMPETENCE.
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A PROPOSED TAXONOMY OF THE PERCEPTUAL DOMAIN AND SOME SUGGESTED APPLICATIONS.
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## INFANT BEHAVIOR

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ED 016 694

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EFFECTS OF DOMINANCE AND CONTROL ON READING ACHIEVEMENT.
ED 016 583

## LOW ABILITY STUDENTS

SELF-DIRECTION IN PROGRAMED INSTRUCTION--EFFECTS ON LEARNING IN LOW-ABILITY STUDENTS.
AIR-D10-7-63-TR ED 016 401

AN ANALYSIS OF ACADEMIC IMPROVEMENT IN THE BASIC STUDIES PROGRAM OF MIAMI-DADE JUNIOR COLLEGE.
ED 016 472

## LOW ACHIEVEMENT FACTORS

BEHAVIORAL AND LEARNING DISABILITIES ASSOCIATED WITH COGNITIVE-MOTOR DYSFUNCTION. INTERIM REPORT.
BR-7-0319 ED 016 254

## LOW ACHIEVERS

THE ACADEMIC PERFORMANCE OF PART-TIME EVENING DIVISION STUDENTS IN A FULL-TIME PROGRAM OF STUDY.
ED 016 446

AN ANALYSIS OF THE COLLEGE PREPARATION DEVELOPMENTAL PROGRAM FOR LOW-ACHIEVING HIGH SCHOOL GRADUATES AT GRAND RAPIDS JUNIOR COLLEGE.
ED 016 471

## LOWER CLASS

THE LOWER STATUS PUERTO RICAN FAMILY. REVISED.
ED 016 690

SOCIOLOGICAL INFLUENCES ON THE ACHIEVEMENT OF LOWER CLASS NEGRO CHILDREN. FINAL REPORT.
BR-6-8186 ED 016 730

## LUSO BRAZILIAN CULTURE

WHY STUDY PORTUGUESE.
ED 016 440

## MACHINERY MAINTENANCE WORKERS

AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS. VOLUME II. FINAL REPORT.
BR-5-1201 ED 016 794

AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS. VOLUME I. FINAL REPORT.
BR-5-1201 ED 016 832

## MALES

OCCUPATIONAL VALUES AND POST-COLLEGE CAREER CHANGE. FINAL REPORT.
BR-5-8251 ED 016 243

PERSONALITY ATTRIBUTES ASSOCIATED WITH VARIOUS MECHANISMS OF MASCULINE IDENTIFICATION.
CRP-1770 ED 016 249

## MANAGEMENT DEVELOPMENT

TRAINING AND DEVELOPMENT HANDBOOK.
ED 016 153

HANDBOOK OF STAFF DEVELOPMENT AND HUMAN RELATIONS TRAINING, MATERIALS DEVELOPED FOR USE IN AFRICA. REVISED EDITION.
ED 016 170

## MANAGEMENT EDUCATION

EDUCATIONAL NEEDS OF MANAGERS AND SUPERVISORS IN CITIES, BOROUGHS, AND TOWNSHIPS IN PENNSYLVANIA.
ED 016 176

## MANAGEMENT GAMES

AN ALGORITHM TO DETERMINE RELATIVE IMPORTANCE OF PROJECTS.
TN-35 ED 016 290

## MANDARIN CHINESE

SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE.
BR-6-8349 ED 016 227

SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE. STUDENT'S WORKBOOK.
BR-6-8349 ED 016 228

SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE. TEACHER'S MANUAL.
BR-6-8349 ED 016 229

INTERMEDIATE CHINESE READER. PART I.
BR-5-1284 ED 016 233

INTERMEDIATE CHINESE READER. PART I.
BR-5-1284 ED 016 233

INTERMEDIATE CHINESE READER. PART II.
BR-5-1284 ED 016 234

## OSTYAK

EASTERN OSTYAK CHRESTOMATHY. URALIC AND ALTAIC SERIES, VOLUME 51.
BR-5-1269 ED 016 201

## OUTDOOR EDUCATION

MANUAL OF OUTDOOR CONSERVATION EDUCATION.
ED 016 606

TRAIL PLANNING AND LAYOUT.
ED 016 607

## OVERACHIEVERS

THE CONCEPTS OF OVER- AND UNDERACHIEVEMENT.
CRP-D ED 016 250

## PAIRED ASSOCIATE LEARNING

DIFFERENTIALLY STRUCTURED INTRODUCTORY LEARNING MATERIALS AND LEARNING TASKS.
BR-6-2447 ED 016 148

THE EFFECTS OF WORD-RELATEDNESS ON LEARNING.
BR-5-0777 ED 016 214

THE RELATIONSHIPS AMONG READING ABILITY, GRADE LEVEL, SYNTACTICAL MEDIATION IN PAIRED-ASSOCIATE LEARNING.
ED 016 576

EFFECT OF GROUP PRESSURE ON MEMORY.
BR-5-0252-TR-30 ED 016 600

## PARAGRAPH COMPOSITION

VALIDITY OF THE REARRANGEMENT EXERCISE AS A PREDICTOR OF ESSAY WRITING ABILITY.
BR-5-0216-TR-23 ED 016 646

## PARAMEDICAL OCCUPATIONS

THE EFFECTIVENESS OF THE CONTRA COSTA COLLEGE DENTAL ASSISTING PROGRAM IN PREPARING ITS GRADUATES FOR EMPLOYMENT.
ED 016 480

## PARENT ATTITUDES

A COMPARISON OF PERCEIVED EDUCATIONAL VALUES OF COMMUNITY COLLEGE STUDENTS, THEIR PARENTS, AND FACULTIES IN FIVE OREGON COMMUNITY COLLEGES.
ED 016 477

## PARENT CHILD RELATIONSHIP

THE RELATION BETWEEN PARENT-CHILD INTERACTION AND INADEQUACY IN COLLEGE READING AND STUDY.
ED 016 589

## PARENT EDUCATION

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS. FINAL REPORT, APPENDIX B.
BR-6-1936 ED 016 833

## PARENT INFLUENCE

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS.
ED 016 526

A STUDY OF THE INFLUENCES OF THE FATHER'S JOB AND SOCIAL STATUS ON THE OCCUPATIONAL AND SOCIAL GOALS OF YOUTH. FINAL REPORT.
BR-5-0121 ED 016 849

## PARENT SCHOOL RELATIONSHIPS

PARENT-LEVEL ANSWERS--READING IN THE PTA STUDY PROGRAM.
ED 016 591

## PARENT TEACHER CONFERENCES

PARENT-LEVEL ANSWERS--READING IN THE PTA STUDY PROGRAM.
ED 016 591

## PARENT TEACHER COOPERATION

PARENT-LEVEL ANSWERS--READING IN THE PTA STUDY PROGRAM.
ED 016 591

## PARENTAL BACKGROUND

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS. APPENDIX.
ED 016 527

LEARNING DISABILITY--A FAMILIAL STUDY.
ED 016 711

## PAROCHIAL SCHOOLS

LA CRISE DE L'ENSEIGNEMENT DU FRANCAIS DANS NOS ECOLES PAROISSIALES, ACTES DU CONGRES DES FRANCO-AMERICAINS (VIIIE, MANCHESTER, N.H., OCT. 15-17, 1965). (CRISIS IN THE TEACHING OF FRENCH IN PAROCHIAL SCHOOLS, TRANSACTIONS OF THE CONGRESS OF FRANCO-AMERICANS (8TH).
ED 016 419

## PART TIME FARMERS

THE EDUCATIONAL NEEDS AND INTERESTS OF THE PART-TIME FARMERS IN HOCKING COUNTY.
ED 016 158

## PARTICIPATION

A COMMITMENT FOR TOMORROW.
ED 016 548

## PEER RELATIONSHIP

FROM DELINQUENCY TO FREEDOM.
ED 016 244

POSITIVE SOCIAL REINFORCEMENT IN THE NURSERY SCHOOL PEER GROUP.
ED 016 515

## PERCEPTION

INTEGRATED DEVELOPMENT, MOTOR APTITUDE AND INTELLECTUAL PERFORMANCE.
ED 016 342

CONTRIBUTIONS OF VISION SCIENCES.
ED 016 567

## PERCEPTUAL DEVELOPMENT

A PROPOSED TAXONOMY OF THE PERCEPTUAL DOMAIN AND SOME SUGGESTED APPLICATIONS.
TDR-67-3 ED 016 266

## PERCEPTUAL MOTOR COORDINATION

THE PURDUE PERCEPTUAL-MOTOR SURVEY, A DIRECT-ACTION APPROACH TO NON-ACHIEVER PROBLEMS.
ED 016 331

THE INITIAL COORDINATION OF SENSORIMOTOR SCHEMAS IN HUMAN INFANTS - PIAGET'S IDEAS AND THE ROLE OF EXPERIENCE.
ED 016 511

## PERFORMANCE

THE PERFORMANCE OF FIRST GRADE CHILDREN IN FOUR LEVELS OF CONSERVATION OF NUMEROUSNESS AND THREE IQ GROUPS WHEN SOLVING ARITHMETIC ADDITION PROBLEMS.
UW-R/D-CENT-TR-14 ED 016 535

## PERFORMANCE TESTS

THE IMPORTANCE OF OVERT RESPONSE IN PROGRAMED INSTRUCTION AS A FUNCTION OF SCHOLASTIC APTITUDE TEST SCORES.
ED 016 474

DEVELOPMENT AND UTILIZATION OF A NATIONAL VOCATIONAL-TECHNICAL SCHOOL ACHIEVEMENT TESTING PROGRAM USING THE PRINTING TRADES AS A PILOT AREA. FINAL REPORT.
ED 016 850

## PERIODICALS

MECHANIZATION STUDY OF THE TECHNICAL LIBRARY U.S. NAVAL AVIONICS FACILITY, INDIANAPOLIS, INDIANA.
BAARINC-914-1-31 ED 016 507

## PERMUTATION INDEXES

MECHANIZATION STUDY OF THE ARMY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, U.S. ARMY LIBRARY, WASHINGTON, D.C.
BAARINC-914-1-30 ED 016 506

MECHANIZATION STUDY OF THE TECHNICAL LIBRARY U.S. NAVAL AVIONICS FACILITY, INDIANAPOLIS, INDIANA.
BAARINC-914-1-31 ED 016 507

## PERSONAL VALUES

STUDENT ATTITUDES AND TEACHER JUDGMENT OF STUDENT ATTITUDES.
ED 016 270

## PERSONALITY ASSESSMENT

PERSONALITY ATTRIBUTES ASSOCIATED WITH VARIOUS MECHANISMS OF MASCULINE IDENTIFICATION.
CRP-1770 ED 016 249

THE USE OF THE COMPUTER TO GENERATE STATISTICAL TABLES FOR THE STUDY OF PERSONALITY TRAITS, A MONTE CARLO AND A LOGICAL ANALYSIS OF MULTITRAIT-MULTIMETHOD STATISTICS.
BR-5-8410 ED 016 263

## PERSONALITY DEVELOPMENT

GROWTH AND CONSTRAINT IN COLLEGE STUDENTS, A STUDY OF THE VARIETIES OF PSYCHOLOGICAL DEVELOPMENT. FINAL REPORT.
BR-5-0799 ED 016 264

## PERSONNEL

THE TRAINING AND SUPERVISION OF TEACHERS FOR EMOTIONALLY DISTURBED CHILDREN.
ED 016 316

PARTIALLY SEEING PROGRAM, 1966-1967.
ED 016 318

## PERSONNEL NEEDS

A NATIONAL POLICY FOR EDUCATIONAL TELEVISION.
ED 016 404

## PERSONNEL SELECTION

THE MOTIVATIONS OF COMMUNITY LEADERS, AN EXPLORATORY AND DESCRIPTIVE STUDY OF THE DEVIATIONS BETWEEN THE MOTIVATIONS OF PEOPLE WHO ASSUME LEADERSHIP ROLES IN THE COMMUNITY AND THOSE MOTIVATIONS WHICH ARE USED FOR THE SELECTION OF LEADERS.
ED 016 189

SCHOOL SOCIAL WORK IN WISCONSIN, A DESCRIPTION OF SCHOOL SOCIAL WORK, GUIDELINES FOR A SCHOOL SOCIAL WORK PROGRAM. SOCIAL WORK IN OUR SCHOOLS.
WSDPI-BULL-149 ED 016 272

AUDIO-VISUAL INSTRUCTION, AN ADMINISTRATIVE HANDBOOK.
PUB-21-H ED 016 411

## PHILOSOPHY

A HORNBOOK OF HAZARDS FOR LINGUISTS.
9769-05 ED 016 213

## PHONEMICS

A REFERENCE GRAMMAR OF MODERN TURKISH. URALIC AND ALTAIC SERIES, VOLUME 19.
P-47 ED 016 205

## PHONETICS

EXPERIMENTS WITH THE APPLICATIONS OF THE AUDIO-VISUAL AND AUTOMATIC DEVICES TO THE TEACHING OF FRENCH. FINAL REPORT.
ED 016 429

## PHONICS

PHONIC SKILLS OF TEACHER EDUCATION STUDENTS AND TEACHERS.
ED 016 599

## PHONOLOGY

AN EASTERN CHEREMIS MANUAL--PHONOLOGY, GRAMMAR, TEXTS, AND GLOSSARY. STUDIES IN CHEREMIS, VOLUME 9. URALIC AND ALTAIC SERIES, VOLUME 5.
P-6 ED 016 207

THE STRUCTURE OF RIFF.
ED 016 208

AN OUTLINE OF THE STRUCTURE OF KABYLE.
ED 016 210

PROGRAMMED INTRODUCTION TO ARABIC SCRIPT AND PHONOLOGY.
BR-6-1784 ED 016 221

## PHRASE STRUCTURE

A GENERATIVE DESCRIPTION OF THE ENGLISH SUBJECT TAGMEMES.
BR-6-1784 ED 016 230

## PHYSICAL ACTIVITIES

FACILITIES AND SPACE ALLOCATIONS FOR PHYSICAL EDUCATION OUTDOOR TEACHING STATIONS FOR ELEMENTARY AND INTERMEDIATE PUBLIC SCHOOLS.
BULL-40-1967-ED ED 016 371

## PHYSICAL EDUCATION

EFFECTS OF ORTHOKINETIC SEGMENTS UPON MOTOR RESPONSES OF NORMAL MALE COLLEGE STUDENTS.
BR-6-8428 ED 016 269

SPECIAL PHYSICAL EDUCATION--ADAPTED, CORRECTIVE, DEVELOPMENTAL.
ED 016 319

PHYSICAL EDUCATION FOR BLIND CHILDREN.
ED 016 327

INTEGRATED DEVELOPMENT, MOTOR APTITUDE AND INTELLECTUAL PERFORMANCE.
ED 016 342

FACILITIES AND SPACE ALLOCATIONS FOR PHYSICAL EDUCATION OUTDOOR TEACHING STATIONS FOR ELEMENTARY AND INTERMEDIATE PUBLIC SCHOOLS.
BULL-40-1967-ED ED 016 371

## PHYSICAL ENVIRONMENT

THE PHYSICAL ASPECTS OF URBANIZATION, PHYSICAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 5.
ED 016 182

## PHYSICAL FACILITIES

THE EDUCATION PARK--WHAT SHOULD IT BE--EDUCATIONAL SPECIFICATIONS FOR THE NORTHEAST BRONX EDUCATION PARK.
ED 016 710

## PHYSICAL SCIENCES

AN ASSESSMENT OF QUALITY IN GRADUATE EDUCATION.
ED 016 621

THE MAN MADE WORLD, TEACHER'S MANUAL.
ED 016 634

THE MAN MADE WORLD, LABORATORY MANUAL.
ED 016 635

THE ROLE OF THE PHYSICAL SCIENCES IN ELECTRICAL-ELECTRONIC TECHNOLOGY. PROGRESS REPORT.
ED 016 813

## PHYSICALLY HANDICAPPED

CRIPPLED CHILDREN'S PROGRAM, STATISTICAL HIGHLIGHTS, 1964.
CB-SS-87 ED 016 332

SOME COLLEGES AND UNIVERSITIES WITH SPECIAL FACILITIES TO ACCOMODATE HANDICAPPED STUDENTS, A DIRECTORY.
ED 016 351

## PHYSIOLOGY

AROUSAL AND LOGICAL INFERENCE.
BR-6-1784 ED 016 259

## PICTORIAL STIMULI

VISUAL AIDS HANDBOOK FOR FOREIGN LANGUAGE TEACHERS.
ED 016 422

IDIOSYNCRATIC WORD-ASSOCIATIONS AMONG ADULTS AT DIVERGENT LEVELS OF READING ABILITY.
ED 016 568

## PILOT PROJECTS

A STUDY OF A BLOCK-TIME SCHEDULE FOR TEACHING VOCATIONAL OFFICE PRACTICE. FINAL REPORT OF PROJECT 201.
ED 016 830

HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT. FINAL REPORT.
ED 016 854

## PLACEMENT

A LOOK AT FOREIGN LANGUAGE PLACEMENT, 1963-1967.
ED 016 436

## PLANNING

THE ROLE OF INSTITUTIONAL RESEARCH IN PLANNING, PROCEEDINGS OF ANNUAL NATIONAL INSTITUTE RESEARCH FORUM (3RD, MCGREGOR CONFERENCE CENTER, WAYNE STATE UNIVERSITY, MAY 5-7, 1963).
ED 016 367

## PLASTICS

A COMPARISON OF TWO METHODS OF TEACHING CONCEPTS ABOUT THE PLASTICS INDUSTRY FOR INDUSTRIAL ARTS EDUCATION. FINAL REPORT.
BR-6-8022 ED 016 831

## PLUMBING

PLUMBING FIXTURES FOR EDUCATIONAL FACILITIES.
ED 016 354

## POLITICAL POWER

THE POLITICAL ASPECTS OF URBANIZATION, POLITICAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 4.
ED 016 178

## POLITICAL SOCIALIZATION

THE DEVELOPMENT OF BASIC ATTITUDES AND VALUES TOWARDS GOVERNMENT AND CITIZENSHIP DURING THE ELEMENTARY SCHOOL YEARS. FINAL REPORT.
BR-5-0507 ED 016 145

## POPULATION TRENDS

METHODS OF PROJECTING BIRTHS.
TN-36 ED 016 291

TOWARD A BALANCE SHEET OF PUERTO RICAN MIGRATION.
ED 016 720

## PORTUGUESE

WHY STUDY PORTUGUESE.
ED 016 440

## POSITIVE REINFORCEMENT

POSITIVE SOCIAL REINFORCEMENT IN THE NURSERY SCHOOL PEER GROUP.
ED 016 515

## POST HIGH SCHOOL GUIDANCE

BEYOND HIGH SCHOOL, A STUDY OF 10,000 HIGH SCHOOL GRADUATES.
BR-5-0635 ED 016 248

NATIONAL DIRECTORY OF SPECIAL EDUCATION PREPARATION PROGRAMS, A LIST OF COLLEGES AND UNIVERSITIES OFFERING AN ORGANIZED SEQUENCE OF SPECIALIZED PREPARATION FOR TEACHERS AND OTHER PERSONNEL ENGAGED IN THE EDUCATION OF EXCEPTIONAL CHILDREN.
ED 016 337

A SYLLABUS FOR CREATIVE AND INNOVATIVE SERVICES FOR THE MULTI-HANDICAPPED, SPECIAL STUDY INSTITUTE FOR THE MULTI-HANDICAPPED (LOS ANGELES, CALIFORNIA, OCTOBER 9-13, 1967).
ED 016 345

## PROFESSIONAL PERSONNEL

PROFESSIONAL AND SUPPORTING PERSONNEL, A REPRINT FROM THE 1967 MANPOWER REPORT.
ED 016 808

## PROFESSIONAL TRAINING

EDUCATIONAL ADMINISTRATION, A BEHAVIORAL APPROACH. PART TWO, PRACTICAL APPLICATIONS.
ED 016 286

## PROGRAM ADMINISTRATION

THE COMMUNITY PLANNING PROCESS. KANSAS STATE UNIVERSITY SHORT COURSE SERIES ON COMMUNITY PLANNING AND DEVELOPMENT, 6.
ED 016 181

"EXTENDING TO THE PEOPLE," THE STORY OF CORRESPONDENCE STUDY AT THE UNIVERSITY OF WISCONSIN.
ED 016 185

THE BRANDENBERG MEMORIAL ESSAYS ON CORRESPONDENCE INSTRUCTION--1.
ED 016 186

AUDIO-VISUAL INSTRUCTION, AN ADMINISTRATIVE HANDBOOK.
PUB-21-H ED 016 411

## PROGRAM ATTITUDES

OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROP-OUTS FROM RURAL AREAS IN IOWA.
ED 016 799

## PROGRAM CONTENT

VISUAL AND AUDIO PRESENTATION IN MACHINE PROGRAMED INSTRUCTION. FINAL REPORT.
BR-5-0724 ED 016 400

## PROGRAM COSTS

ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA.
ED 016 737

## PROGRAM DESCRIPTIONS

ADULT EDUCATION IN BRITISH COLUMBIA.
ED 016 160

INVENTORY OF COUNSELOR EDUCATION PROGRAMS, 1965-66.
OE-25051 ED 016 256

ELABORATION AND EXPERIMENTAL EVALUATION OF PROCEDURES AND SPECIALIZED MATERIALS FOR IN-SERVICE TRAINING OF SECONDARY SCHOOL TEACHERS OF MODERN FOREIGN LANGUAGES. FINAL REPORT ON "MODERN TEACHING OF SPANISH".
ED 016 430

A TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE--ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT.
ED 016 452

MICHIGAN ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10 (E.S.E.A.), F.Y.-1966.
ED 016 699

STATE ANNUAL EVALUATION REPORT. PART II ITEM 9, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, 1965-66 FISCAL YEAR.
ED 016 704

TITLE I, E.S.E.A., 1967-68. REVISED REPORT.
ED 016 729

TITLE I ESEA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967.
ED 016 731

ONE HUNDRED SELECTED PROJECTS, TITLE I ESEA.
ED 016 737

ONE TO GET READY...A REPORT ON SOME OF THE WAYS THAT TITLE I OF THE ELEMENTARY AND SECONDARY EDUCATION ACT IS PROVIDING SPECIAL PROGRAMS FOR CHILDREN IN MARYLAND'S LOW INCOME NEIGHBORHOODS.
ED 016 758

FOCUS ON ACHIEVEMENT.
ED 016 760

QUARTERLY REPORT OF THE CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, JANUARY 1, 1967 THROUGH MARCH 31, 1967.
ED 016 787

CONTINUATION OF RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION IN OKLAHOMA. QUARTERTY REPORT, DECEMBER 1, 1966-MARCH 1, 1967.
ED 016 828

OHIO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT. INTERIM REPORT.
BR-5-0137 ED 016 829

A PROPOSAL FOR THE ESTABLISHMENT OF A STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT. FINAL REPORT.
BR-5-0100 ED 016 848

ANNUAL REPORT, NOVEMBER 1966.
ED 016 863

## PROGRAM DESIGN

A GUIDE TO PREPARING INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIAL.
AMRL-TR-65-43 ED 016 415

## PROGRAM DEVELOPMENT

SCHOOL SOCIAL WORK IN WISCONSIN, A DESCRIPTION OF SCHOOL SOCIAL WORK, GUIDELINES FOR A SCHOOL SOCIAL WORK PROGRAM. SOCIAL WORK IN OUR SCHOOLS.
WSDPI-BULL-149 ED 016 272

ADMINISTERING THE NONGRADED SCHOOL.
ED 016 283

A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT--CHILE.
ED 016 493

A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT--PERU.
ED 016 494

MICHIGAN ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10 (E.S.E.A.), F.Y.-1966.
ED 016 699

GUIDELINES FOR PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 782

RATIONALE AND SUGGESTED GUIDELINES FOR THE ESTABLISHMENT AND IMPLEMENTATION OF TWO-YEAR ASSOCIATE DEGREE NURSING PROGRAMS ADMINISTERED IN COOPERATION WITH THE VOCATIONAL-TECHNICAL EDUCATION BRANCH OF THE IOWA DEPARTMENT OF PUBLIC INSTRUCTION.
ED 016 864

## PROGRAM EFFECTIVENESS

THE EFFECTS OF DIFFERENT LANGUAGE INSTRUCTION ON THE USE OF ATTRIBUTES OF PRE-KINDERGARTEN DISADVANTAGED CHILDREN.
ED 016 522

"PRE-SCHOOL" EDUCATION, PROS AND CONS. A SURVEY OF "PRE-SCHOOL" EDUCATION WITH EMPHASIS ON RESEARCH PAST, PRESENT, AND FUTURE.
ED 016 525

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS.
ED 016 526

A STUDY OF THE EFFECTIVENESS OF DATA PROCESSING SUMMER INSTITUTES FOR BUSINESS TEACHERS.
BR-6-2437 ED 016 861

## PROGRAM EVALUATION

THE BASIC ISSUES IN THE TEACHING OF ENGLISH.
ED 016 640

## PROGRAM EVALUATION

AN EVALUATION OF THE EXTENDED DAY PROGRAM AT SAN FERNANDO VALLEY STATE COLLEGE.
ED 016 165

DOCUMENTS AND INSTRUCTIONS OF THE ACCREDITING COMMISSION.
ED 016 187

GUIDE FOR SELF-EXAMINATION AND PLANNING, THE CLUB ANALYSIS PROGRAM OF INDUSTRIAL MANAGEMENT CLUBS OF THE YMCA.
ED 016 188

READINGS IN FOREIGN LANGUAGES FOR THE ELEMENTARY SCHOOL.
ED 016 424

A COMPARATIVE STUDY OF TWO PRESCHOOL PROGRAMS FOR CULTURALLY DISADVANTAGED CHILDREN--A HIGH-

LY STRUCTURED AND A TRADITIONAL PROGRAM.
BR-5-1181 ED 016 524

EVALUATION AT THE LOCAL LEVEL.
ED 016 547

MICHIGAN ANNUAL EVALUATION REPORT, TITLE I, P.L. 89-10 (E.S.E.A.), F.Y.-1966.
ED 016 699

PROJECT SPRINGBOARD, A PROJECT ABLE PROGRAM CONDUCTED AT THE MONTGOMERY STREET AND GRAND STREET ELEMENTARY SCHOOLS. FIVE YEAR REPORT, 1961-1966.
ED 016 700

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965--TITLE I, ANNUAL EVALUATION REPORT FOR FISCAL 1966.
ED 016 701

ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I. ANNUAL EVALUATION REPORT.
ED 016 702

STATE ANNUAL EVALUATION REPORT. PART II ITEM 9, ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I, 1965-66 FISCAL YEAR.
ED 016 704

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I, FY 66 ANNUAL EVALUATION REPORT.
ED 016 707

STATE ANNUAL EVALUATION REPORT FOR PREVIOUS FISCAL YEAR 1965-1966--ELEMENTARY AND SECONDARY EDUCATION ACT, 1965, TITLE I.
ED 016 708

REPORT ON SUMMER 1967 SITE VISITS TO PRE-TITLE I COMPENSATORY EDUCATION PROGRAMS.
ED 016 723

TITLE I ESEA ANNUAL EVALUATION REPORT, FISCAL YEAR 1967.
ED 016 731

EVALUATION OF THE COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT, 1966-1967.
SRI-1-6336 ED 016 732

EVALUATION REPORT, TITLE I ESEA PROJECT ACTIVITIES, 1966-67.
ED 016 744

MULTIPLE ACTIVITIES PROGRAM, ESEA TITLE I, SEPTEMBER 1966 TO SEPTEMBER 1967, AN EVALUATION.
ED 016 749

TITLE I ESEA ANNUAL EVALUATION REPORT, 1965-1966.
ED 016 762

CRITERIA FOR EVALUATION OF VOCATIONAL TECHNICAL SCHOOLS OF CONNECTICUT. (TITLE SUPPLIED).
ED 016 780

VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT.
ED 016 785

VOCATIONAL EDUCATION IN COLORADO, LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY.
RES-PUB-118 ED 016 819

AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.
ED 016 824

AN EVALUATION PLAN FOR BUSINESS EDUCATION PROGRAMS IN HIGH SCHOOLS. SOUTH-WESTERN MONOGRAPHS IN BUSINESS AND ECONOMIC EDUCATION, NUMBER 109.
ED 016 851

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT.
BR-6-2921 ED 016 858

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH. INTERIM REPORT AND STATISTICAL EVALUATION.
BR-5-0005 ED 016 868

## PROGRAM GUIDES

A CREATIVE GUIDE FOR PRESCHOOL TEACHERS. GOALS, ACTIVITIES, AND SUGGESTED MATERIALS FOR AN ORGANIZED PROGRAM.
ED 016 512

A HANDBOOK OF POLICIES AND PROCEDURES FOR OCCUPATIONAL EDUCATION PROGRAMS IN VOCATIONAL HOME ECONOMICS.
ED 016 777

## PROGRAM IMPROVEMENT

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ED 016 424

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X-58 ED 016 623

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X-65 ED 016 624

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ED 016 693

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BR-5-0923 ED 016 402

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MOTIVATIONAL IMPLICATIONS OF INDIVIDUAL DIFFERENCES IN COMPETENCE.
ED 016 241

## SELF HELP PROGRAMS

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ED 016 151

AN ANALYSIS OF UNESCO'S CONCEPT AND PROGRAM OF FUNDAMENTAL EDUCATION.
ED 016 163

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ED 016 477

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ED 016 686

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ED 016 271

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ED 016 274

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ED 016 275

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ED 016 662

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X-58 ED 016 623

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X-65 ED 016 624

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ED 016 671

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ED 016 672

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ED 016 313

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ED 016 326

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ED 016 599

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BR-5-8472 ED 016 284

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ED 016 438

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ED 016 397

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ED 016 190

VOCATIONAL AND TECHNICAL ADVISORY COMMITTEES GUIDANCE FOR OUR FUTURE.
ED 016 461

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ED 016 465

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THE MORE-THAN-TWO-YEAR JUNIOR COLLEGE PROGRAM IN CALIFORNIA.
ED 016 473

RESEARCH PRIORITIES IN TECHNICAL TEACHER EDUCATION, A PLANNING MODEL.
RES-SER-18 ED 016 815

HEALTH OCCUPATIONS EDUCATION CENTERS, REPORT OF A SEMINAR (JULY 11-14, 1966).
RES-SER-9 ED 016 823

ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, SPRING 1968.
ED 016 875

MICROFICHE COLLECTION OF DOCUMENTS REPORTED IN ABSTRACTS OF RESEARCH AND RELATED MATERIALS IN VOCATIONAL AND TECHNICAL EDUCATION, SPRING 1968.
ED 016 876

## TECHNICAL OCCUPATIONS

COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.
ED 016 483

## TECHNICAL REPORTS

MECHANIZATION STUDY OF THE ARMY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, U.S. ARMY LIBRARY, WASHINGTON, D.C.
BAARINC-914-1-30 ED 016 506

## TECHNOLOGICAL ADVANCEMENT

A PROPOSAL FOR A MASTER PLAN FOR RESEARCH OF THE SOCIOLOGICAL ASPECTS OF EDUCATION IN ISRAEL.
BR-5-1408 ED 016 304

## TECHNOLOGY

CLOSED-CIRCUIT TELEVISION AS A TEACHING AID.
RR-948-4 ED 016 392

THE MAN MADE WORLD, TEACHER'S MANUAL.
ED 016 634

THE MAN MADE WORLD, LABORATORY MANUAL.
ED 016 635

## TELEPHONE COMMUNICATION SYSTEMS

FACSIMILE TRANSMISSION IN LIBRARIES-A STATE OF THE ART SURVEY.
ISO-TM-1 ED 016 492

## TELEVISED INSTRUCTION

AUDIO-VISUAL EDUCATION--A TELEVISED COURSE OF INSTRUCTION. REVISED EDITION.
NDEA-VIIA-015-1 ED 016 382

AN EXPERIMENTAL STUDY OF TELEVISED FOOD DEMONSTRATIONS TO DETERMINE THE EFFECTIVENESS OF PRESENTATION METHODS.
ED 016 403

THE EFFECT OF A SUMMER TELEVISION READING PROGRAM ON THE READING ACHIEVEMENT OF CHILDREN. FINAL REPORT.
BR-5-1043-FR ED 016 566

## TELEVISION

EDUCATIONAL TV STATIONS IN THE UNITED STATES, JANUARY, 1965.
ETV-782-R-3 ED 016 362

## TENL

A MODEL FOR TEACHING STANDARD ENGLISH TO NON-STANDARD ENGLISH SPEAKERS.
ED 016 232

CONTINUITY AND CHANGE IN AMERICAN NEGRO DIALECTS.
ED 016 236

## TERMINAL EDUCATION

EXCELLENCE IN TERMINAL EDUCATION, PROCEEDINGS OF THE ANNUAL JUNIOR COLLEGE ADMINISTRATIVE TEAMS INSTITUTE (3RD, DAYTONA BEACH, JULY 29-AUGUST 2, 1963).
ED 016 462

## TEST CONSTRUCTION

A CLOSE LOOK AT THE IMPORTANCE AND PLACE OF TESTING IN THE FOREIGN LANGUAGE PROGRAM.
ED 016 439

DIFFERENCES IN LEARNING OUTCOMES BETWEEN A NEW AND A TRADITIONAL CHEMISTRY COURSE.
BR 5-8026 ED 016 620

THE OCCUPATIONAL ASPIRATION SCALE--THEORY, STRUCTURE AND CORRELATES.
AES-TB-288 ED 016 712

THE MEASUREMENT OF VOCATIONAL NEEDS. MINNESOTA STUDIES IN VOCATIONAL REHABILITATION, NUMBER 16.
BULL-39 ED 016 767

A COMPARISON OF TWO METHODS OF TEACHING CONCEPTS ABOUT THE PLASTICS INDUSTRY FOR INDUSTRIAL ARTS EDUCATION. FINAL REPORT.
BR-6-8022 ED 016 831

## TEST INTERPRETATION

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS. APPENDIX.
ED 016 527

## TEST RELIABILITY

AN EXPERIMENTAL STUDY OF TELEVISED FOOD DEMONSTRATIONS TO DETERMINE THE EFFECTIVENESS OF PRESENTATION METHODS.
ED 016 403

## TEST RESULTS

EVALUATION OF THE COMPENSATORY EDUCATION PROGRAM OF THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT, 1966-1967.
SRI-1-6336 ED 016 732

## TEST VALIDITY

INTELLIGENCE TESTS AND EDUCATIONALLY-RELEVANT MEASUREMENTS.
BR-6-1784 ED 016 255

A STUDY OF THE CONCURRENT VALIDITY OF THE MINNESOTA TESTS OF CREATIVE THINKING, ABBR. FORM VII, FOR EIGHTH GRADE INDUSTRIAL ARTS STUDENTS.
BR-5-0113 ED 016 792

## TESTING

THE IMPORTANCE OF OVERT RESPONSE IN PROGRAMED INSTRUCTION AS A FUNCTION OF SCHOLASTIC APTITUDE TEST SCORES.
ED 016 474

## TESTING PROBLEMS

INTELLIGENCE TESTS AND EDUCATIONALLY-RELEVANT MEASUREMENTS.
BR-6-1784 ED 016 255

## TESTS

VISION AND HEARING SCREENING IN SELECTED CLASSES FOR THE MENTALLY RETARDED, CITY OF DETROIT, MICHIGAN.
ED 016 315

VISION SCREENING PROGRAMS, PRESCHOOL AND SCHOOL AGE.
ED 016 328

THE PURDUE PERCEPTUAL-MOTOR SURVEY, A DIRECT-ACTION APPROACH TO NON-ACHIEVER PROBLEMS.
ED 016 331

A SUMMARY REPORT ON THE REVISION AND RESTANDARDIZATION OF THE HISKEY-NEBRASKA TEST OF LEARNING APTITUDE.
VRA-RD1173-S ED 016 335

THE EFFECT OF AGE AS A VARIABLE ON THE SCORES OF THE HARRIS-GOODENOUGH DRAWING TEST OF EDUCABLE RETARDATES.
BR-6-8739 ED 016 340

SCALES AND PROCEDURES FOR ASSESSING SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF VISUALLY IMPAIRED AND HEARING IMPAIRED STUDENTS.
BR-6-8720 ED 016 349

COGNITIVE FLEXIBILITY TRAINING WITH EDUCABLE RETARDED AND BRIGHT NORMAL CHILDREN OF THE SAME MENTAL AGE.
ED 016 350

## TESTS OF SIGNIFICANCE

THE EFFECTS OF JUNIOR KINDERGARTEN ON ACHIEVEMENT--THE FIRST FIVE YEARS. APPENDIX.
ED 016 527

## TEXTBOOK EVALUATION

LAGGING INTEREST.
ED 016 438

READING PROBLEMS IN MATHEMATICS TEXTS.
ED 016 587

## TEXTBOOKS

EMERGENCY VICTIM CARE AND RESCUE, TEXTBOOK FOR SQUADMEN.
ED 016 769

## TEXTILES INSTRUCTION

REVISED OUTLINE FOR THE PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS IN THE FIELD OF CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES.
ED 016 772

## THEORIES

THE PHYSICAL ASPECTS OF URBANIZATION, PHYSICAL CONSIDERATIONS IN COMMUNITY ACTION. KANSAS STATE UNIVERSITY SHORT COURSE SERIES IN PLANNING AND DEVELOPMENT, 5.
ED 016 182

ON THE THEORY AND PROCEDURE FOR CONSTRUCTING A MINIMAL-LENGTH, AREA-CONSERVING FREQUENCY POLYGON FROM GROUPED DATA.
TN-3 ED 016 288

## THERMAL ENVIRONMENT

THE EFFECT OF THERMAL ENVIRONMENT ON LEARNING, A PILOT STUDY.
ED 016 356

## THESAURI

THE MAKING OF TEST--THESAURUS OF ENGINEERING AND SCIENTIFIC TERMS. FINAL REPORT OF PROJECT LEX.
ED 016 500

## TIME BLOCKS

A STUDY OF A BLOCK-TIME SCHEDULE FOR TEACHING VOCATIONAL OFFICE PRACTICE. FINAL REPORT OF PROJECT 201.
ED 016 830

## TIME FACTORS (LEARNING)

INDIVIDUALIZING INSTRUCTION FOR VARYING LEVELS OF KNOWLEDGE. FINAL REPORT.
BR-6-8449 ED 016 381

## TIME SHARING

INTERACTIVE DISPLAYS FOR DOCUMENT RETRIEVAL.
SP-2557 ED 016 499

## TRADE AND INDUSTRIAL EDUCATION

A PLANNING GUIDE FOR VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL BUILDING FACILITIES FOR COMPREHENSIVE HIGH SCHOOLS, NUMBER 18.
ED 016 355

SAN DIEGO FACILITY SETS NEW PATTERN FOR APPRENTICE TRAINING.
ED 016 465

VOCATIONAL PROGRAMMING FOR THE RETARDED.
ED 016 466

STUDENT'S PERSONAL ADJUSTMENT TO WORK, SUGGESTED PLANS FOR GROUP DISCUSSIONS IN VOCATIONAL INDUSTRIAL EDUCATION. VOLUME I.
ED 016 764

STUDENT'S PERSONAL ADJUSTMENT TO WORK, SUGGESTED PLANS FOR GROUP DISCUSSIONS IN VOCATIONAL INDUSTRIAL EDUCATION. VOLUME II.
ED 016 765

AN INVESTIGATION OF THE TRAINING AND SKILL REQUIREMENTS OF INDUSTRIAL MACHINERY MAINTENANCE WORKERS. VOLUME II. FINAL REPORT.
BR-5-1201 ED 016 794

SCHOOL AND COMMUNITY FACTORS IN EMPLOYMENT SUCCESS OF TRADE AND INDUSTRIAL COURSE GRADUATES. FINAL REPORT.
AIR-E26-8/66-FR ED 016 795

INDUSTRIAL RADIOGRAPHY COURSE, INSTRUCTORS' GUIDE. VOLUME 2.
ED 016 816

THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME I, FINAL REPORT FOR PHASE II OF THE CLUSTER CONCEPT PROJECT.
BR-6-2313 ED 016 841

THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME II, INSTRUCTIONAL PLANS FOR THE CONSTRUCTION CLUSTER.
BR-6-2312 ED 016 842

THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME III, INSTRUCTIONAL PLANS FOR THE METAL FORMING AND FABRICATION CLUSTER.
BR-6-2312 ED 016 843

THE PREPARATION OF CURRICULUM MATERIALS AND THE DEVELOPMENT OF TEACHERS FOR AN EXPERIMENTAL APPLICATION OF THE CLUSTER CONCEPT OF VOCATIONAL EDUCATION AT THE SECONDARY SCHOOL LEVEL. VOLUME IV, INSTRUCTIONAL PLANS FOR THE ELECTRO-MECHANICAL CLUSTER.
BR-6-2312 ED 016 844

DEVELOPMENT AND UTILIZATION OF A NATIONAL VOCATIONAL-TECHNICAL SCHOOL ACHIEVEMENT TESTING PROGRAM USING THE PRINTING TRADES AS A PILOT AREA. FINAL REPORT.
ED 016 850

UNIVERSITY OF ILLINOIS SUMMER INSTITUTE FOR TEACHERS OF ORNAMENTAL HORTICULTURE IN THE MIDWESTERN SECTION OF THE UNITED STATES.
BR-6-1538 ED 016 867

## VOCATIONAL AGRICULTURE TEACHERS

A ROLE ANALYSIS OF THE BEGINNING TEACHER OF VOCATIONAL AGRICULTURE IN OHIO, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 781

THE ADOPTION OF EDUCATIONAL INNOVATIONS AMONG TEACHERS OF VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 783

## VOCATIONAL COUNSELING

CAREER SIMULATION FOR ADOLESCENT PUPILS. FINAL REPORT.
BR-6-8744 ED 016 268

GROUP GUIDANCE IN JUNIOR COLLEGE--A FRAME OF REFERENCE.
ED 016 487

## VOCATIONAL EDUCATION

VOCATIONAL REHABILITATION IN A RESIDENTIAL TREATMENT CENTER. DEVEREUX FIFTIETH ANNIVERSARY MONOGRAPH SERIES.
ED 016 324

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A PLANNING GUIDE FOR VOCATIONAL-INDUSTRIAL AND VOCATIONAL-TECHNICAL BUILDING FACILITIES FOR COMPREHENSIVE HIGH SCHOOLS, NUMBER 18.
ED 016 355

VOCATIONAL AND TECHNICAL ADVISORY COMMITTEES GUIDANCE FOR OUR FUTURE.
ED 016 461

VOCATIONAL PROGRAMMING FOR THE RETARDED.
ED 016 466

DE CHECKERS DELIVER. EMPLOYMENT OPPORTUNITIES BREAK FOR DE-TRAINED CHECKERS AND SALES PERSONNEL IN SPOKANE AREA.
ED 016 467

SANITARY ENGINEERING TECHNOLOGY TRAINING, REPORT ON A PROGRAM DEVELOPED AT THE FAYETTEVILLE TECHNICAL INSTITUTE IN NORTH CAROLINA TO MEET A NATIONAL NEED.
ED 016 468

A SURVEY OF VOCATIONAL-TECHNICAL EDUCATION NEEDS IN GOSHEN COUNTY.
ED 016 470

FOLLOW-UP STUDY OF GRADUATES OF ELEVEN PUBLIC COMMUNITY COLLEGES IN MARYLAND (CLASSES OF 1959 THROUGH 1963).
ED 016 476

THE EFFECTIVENESS OF THE CONTRA COSTA COLLEGE DENTAL ASSISTING PROGRAM IN PREPARING ITS GRADUATES FOR EMPLOYMENT.
ED 016 480

COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.
ED 016 483

CRITERIA FOR EVALUATION OF VOCATIONAL TECHNICAL SCHOOLS OF CONNECTICUT. (TITLE SUPPLIED).
ED 016 780

VOCATIONAL EDUCATION IN UTAH, A SURVEY REPORT.
ED 016 785

A STUDY OF THE FACTORS THAT MAY INFLUENCE THE IMPLEMENTATION OF A VOCATIONAL EDUCATION CURRICULUM AT THE UTAH STATE INDUSTRIAL SCHOOL.
ED 016 786

QUARTERLY REPORT OF THE CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, JANUARY 1, 1967 THROUGH MARCH 31, 1967.
ED 016 787

VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION.
ED 016 788

VOCATIONAL EDUCATION, A MESSAGE FROM BUSINESS.
ED 016 789

CRITERION PROBLEMS AND CURRICULUM EVALUATION.
ED 016 790

A COMPARISON OF TECHNIQUES FOR THE SOLUTION OF SIMILAR EDUCATIONAL-VOCATIONAL PROBLEMS OF DISADVANTAGED YOUTH IN GREAT BRITAIN AND THE UNITED STATES.
HR-489 ED 016 791

IOWA STATE MANPOWER DEVELOPMENT COUNCIL. TWELFTH PROGRESS REPORT, MARCH 1, APRIL 30, 1967.
ED 016 796

THE POTENTIAL CONTRIBUTION OF PSYCHOLOGY TO INTER-DISCIPLINARY RESEARCH IN VOCATIONAL-TECHNICAL EDUCATION.
ED 016 798

OCCUPATIONAL PROBLEMS AND VOCATIONAL TRAINING NEEDS OF HIGH SCHOOL DROP-OUTS FROM RURAL AREAS IN IOWA.
ED 016 799

THE DECISION-MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS.
ED 016 800

VOCATIONAL EDUCATION MASTER PLAN REPORT.
ED 016 801

REVIEW OF RESEARCH IN VOCATIONAL TECHNICAL TEACHER EDUCATION.
ED 016 803

PUBLIC LAW 89-287, 89TH CONGRESS, HR 7743.
ED 016 804

THE MANPOWER REPORT OF THE PRESIDENT, A REPRINT FROM THE 1967 MANPOWER REPORT.
ED 016 806

NEW DIRECTIONS IN MANPOWER PROGRAMS, A REPRINT FROM THE 1967 MANPOWER REPORT.
ED 016 807

GRADUATE FOLLOW-UP, 1966.
ED 016 809

EDUCATION AND VOCATIONAL TRAINING OF TEC CLAIMANTS.
ED 016 810

IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR PROGRAM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION.
RES-SER-19 ED 016 812

OCCUPATION EDUCATION REQUIREMENTS ANALYSIS.
TN-47 ED 016 817

A TECHNIQUE FOR PROJECTION OF OCCUPATIONAL-EDUCATIONAL REQUIREMENTS FOR STATE EDUCATIONAL PLANNING AREAS.
TN-7 ED 016 818

VOCATIONAL EDUCATION IN COLORADO, LEGISLATIVE COUNCIL REPORT TO THE COLORADO GENERAL ASSEMBLY.
RES-PUB-118 ED 016 819

AN EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.
ED 016 824

IMPLICATIONS OF WOMEN'S WORK PATTERNS FOR VOCATIONAL AND TECHNICAL EDUCATION, AN ANNOTATED BIBLIOGRAPHY.
BIBLIOGR-SER-1 ED 016 826

CONTINUATION OF RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION IN OKLAHOMA. QUARTERTY REPORT, DECEMBER 1, 1966-MARCH 1, 1967.
ED 016 828

OHIO OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT. INTERIM REPORT.
BR-5-0137 ED 016 829

A PROPOSAL FOR THE ESTABLISHMENT OF A STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT. FINAL REPORT.
BR-5-0100 ED 016 848

THE CHALLENGE OF VOCATIONAL EDUCATION FOR SCHOOLS, STATES, AND THE NATION.
ED 016 855

A NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT.
BR-6-2921 ED 016 858

# author index

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

**HANSEN, W. LEE**

SEMINAR ON THE ECONOMICS OF EDUCATION--INVESTMENT DECISIONS AND CONTRIBUTIONS TO INCOME AND ECONOMIC GROWTH. FINAL REPORT.
BR-6-8224 ED 014 154

**Accession Number**

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BR-6-8763 ED 016 838

APPRAISAL OF INSTRUCTIONAL UNITS TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES. RESEARCH SERIES IN AGRICULTURAL EDUCATION.,AN
BR-6-8763 ED 016 839

**BARLOW, JOHN A.**
IMPORTANCE OF OVERT RESPONSE IN PROGRAMED INSTRUCTION AS A FUNCTION OF SCHOLASTIC APTITUDE TEST SCORES.,THE
ED 016 474

**BARLOW, MELVIN L.**
ROLE OF THE PHYSICAL SCIENCES IN ELECTRICAL-ELECTRONIC TECHNOLOGY. PROGRESS REPORT.,THE
ED 016 813

**BARRITT, LOREN S.**
INTELLIGENCE TESTS AND EDUCATIONALLY-RELEVANT MEASUREMENTS.
BR-6-1784 ED 016 255

**BARRUTIA, RICHARD**
CLOSE LOOK AT THE IMPORTANCE AND PLACE OF TESTING IN THE FOREIGN LANGUAGE PROGRAM.,A
ED 016 439

**BARTON, DONALD K.**
FUNDAMENTALS OF AMHARIC (REVISED EDITION), UNITS I-III (PRONUNCIATION AND LESSONS 1-15).
ED 016 223

FUNDAMENTALS OF AMHARIC (REVISED), UNITS IV-VII (LESSONS 16-35).
ED 016 224

FUNDAMENTALS OF AMHARIC (REVISED EDITION), UNITS VIII-IX. DIALOGUES FOR CONVERSATION, AMHARIC SCRIPT.
ED 016 225

**BEAL, GEORGE M.**
DECISION-MAKING PROCESS OF SCHOOL DISTRICTS REGARDING VOCATIONAL EDUCATION AND TRAINING PROGRAMS.,THE
ED 016 800

**BEANBLOSSOM, GARY**
LOOK AT FOREIGN LANGUAGE PLACEMENT, 1963-1967.,A
ED 016 436

**BECKER, ALTON LEWIS**
GENERATIVE DESCRIPTION OF THE ENGLISH SUBJECT TAGMEMES.,A
BR-6-1784 ED 016 230

**BEENE, WAYNE, EDS.**
DICTIONARY OF IRAQI ARABIC--ARABIC-ENGLISH. THE RICHARD SLADE HARRELL ARABIC SERIES, NUMBER TEN.,A
BR-5-1240 ED 016 212

**BENDER, ERNEST**
HINDI GRAMMAR AND READER.
BR-5-1264 ED 016 197

URDU GRAMMAR AND READER.
BR-5-1380 ED 016 216

**BENDER, RALPH E.**
APPRAISAL OF INSTRUCTIONAL UNITS TO ENHANCE STUDENT UNDERSTANDING OF PROFIT-MAXIMIZING PRINCIPLES. RESEARCH SERIES IN AGRICULTURAL EDUCATION.,AN
BR-6-8763 ED 016 839

GUIDELINES FOR PLANNING AND CONDUCTING COOPERATIVE WORK EXPERIENCE PROGRAMS IN VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.
ED 016 782

**BENITENDI, WILMA LEE**
HANDBOOK FOR TEACHERS OF MIGRANT CHILDREN IN WYOMING, 1967.,A
ED 016 540

**BENNE, KENNETH D.**
POLARIZATION TO PARADOX.
ED 016 150

RE-EDUCATION OF PERSONS IN THEIR HUMAN RELATIONSHIPS.,THE
ED 016 149

**BENNETT, LURA**
TRANSITIONAL CURRICULUM GUIDE FOR MATHEMATICS IN GRADES 7 AND 8.,A
ED 016 612

**BENNETT, ROBERT L.**
EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS OF NATIVE CHILDREN.
ED 016 559

**BERG, MOTHER M. MAJELLA**
CATHOLIC JUNIOR COLLEGE--PROBLEMS AND PROSPECTS IN THE CHANGING EDUCATIONAL SCENE.,THE
ED 016 481

**BERGER, ALLEN**
CONTROVERSIAL ISSUES PERTAINING TO READING RATE.
ED 016 569

**BERMAN, MARK L.**
SOME CONSIDERATIONS IN THE EDUCATION OF INDIGENOUS GROUPS IN THE SOUTHWEST.
SP-2148 ED 016 387

**BERNINGER, DOUGLAS E.**
INVESTIGATION INTO THE RETRIEVAL INDEXING AND SEARCHING SYSTEM. FINAL REPORT.
ED 016 502

**BERRY, STAN**
TRANSFER PROGRAMS FOR WASHINGTON COMMUNITY COLLEGES.
ED 016 486

**BIDWELL, CHARLES E.**
ALPHABETS OF THE MODERN SLAVIC LANGUAGES.
ED 016 193

**BITTEL, LESTER R., EDS.**
TRAINING AND DEVELOPMENT HANDBOOK.
ED 016 153

**BIVENS, LYLE W.**
SELF-DIRECTION IN PROGRAMED INSTRUCTION--EFFECTS ON LEARNING IN LOW-ABILITY STUDENTS.
AIR-D10-7-63-TR ED 016 401

**BLASINGAME, RALPH**
FEASIBILITY OF COOPERATION FOR EXCHANGE OF RESOURCES AMONG ACADEMIC AND SPECIAL LIBRARIES IN PENNSYLVANIA.
PSL-MONGR-5 ED 016 495

**BLAUG, MARK**
LITERACY AND ECONOMIC DEVELOPMENT.
ED 016 174

**BLIESMER, EMERY P.**
REVIEW OF RESEARCH IN COLLEGE-ADULT READING.,1967
ED 016 578

**BLOCKER, CLYDE E.**
COOPERATION BETWEEN TWO-YEAR AND FOUR-YEAR COLLEGES.
ED 016 469

**BOHLEN, JOE M.**
CONGRUENCE OF MIGRATION EXPECTATIONS AND PERFORMANCES--A LONGITUDINAL APPROACH.
IAES-PROJ-1133 ED 016 544

**BOLDEN, WILEY S.**
COOPERATIVE EXPERIMENTAL SUMMER SCHOOL, 1959, 1960 AND 1961. A REPORT.,THE
ED 016 724

**BOOCOCK, SARANE S.**
SIMULATION GAMES AND CONTROL BELIEFS. FINAL REPORT.
ED 016 736

**BOOS, ROBERT W.**
EFFECTS OF DOMINANCE AND CONTROL ON READING ACHIEVEMENT.
ED 016 583

**BORKO, H.**
INTERACTIVE DISPLAYS FOR DOCUMENT RETRIEVAL.
SP-2557 ED 016 499

**BORMUTH, JOHN R.**
NEW DATA ON READABILITY.
ED 016 586

**BOSSON, JAMES E.**
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P-61 ED 016 198

**BOUDREAU, HOWARD E.**
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ED 016 468

**BOYAN, NORMAN J.**
PROBLEMS AND ISSUES OF KNOWLEDGE PRODUCTION AND UTILIZATION IN EDUCATIONAL ADMINISTRATION.
ED 016 278

**BOYD, RICHARD S.**
STUDENT ATTITUDES AND TEACHER JUDGMENT OF STUDENT ATTITUDES.
ED 016 270

**BRACKEN, MARILYN C.**
SURVEY OF TEXTS AND INSTRUCTIONAL MATERIAL USED IN INFORMATION SCIENCE PROGRAMS.
BSCP-COMMUN-27-67-NOV-1967 ED 016 498

**BRAGG, BARRY W.**
EFFECT OF GROUP PRESSURE ON MEMORY.
BR-5-0252-TR-30 ED 016 600

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VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE AGRICULTURAL-CHEMICAL INDUSTRY IN MICHIGAN.
ED 016 820

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ED 016 434

**CHRISTIAN, FLOYD T.**
ALCOHOL. . . .NARCOTICS EDUCATION, A HANDBOOK FOR TEACHERS.
ED 016 629

**CHRISTIANSEN, JAMES E.**
ADOPTION OF EDUCATIONAL INNOVATIONS AMONG TEACHERS OF VOCATIONAL AGRICULTURE, A DIGEST OF A PH.D. DISSERTATION. RESEARCH SERIES IN AGRICULTURAL EDUCATION.,THE
ED 016 783

**CLARK, ANN D.**
ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, TITLE I. ANNUAL EVALUATION REPORT.
ED 016 702

**CLARK, JOHN L.D.**
EMPIRICAL STUDIES RELATED TO THE TEACHING OF FRENCH PRONUNCIATION TO AMERICAN STUDENTS.
BR-5-1093 ED 016 426

**CLARK, JOHN R.**
COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.
ED 016 483

**CLARK, RAYMOND M.**
VOCATIONAL COMPETENCIES NEEDED FOR EMPLOYMENT IN THE AGRICULTURAL-CHEMICAL INDUSTRY IN MICHIGAN.
ED 016 820

**CLEMENTS, SAM D.**
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ED 016 323

**COHEN, DAVID K.**
POLICY FOR THE PUBLIC SCHOOLS--COMPENSATION OR INTEGRATION.
ED 016 715

**COLEMAN, E.B.**
COLLECTING A DATA BASE FOR AN EDUCATIONAL TECHNOLOGY. 1, EVOLVING A PSYCHOLINGUISTIC READING PROGRAM.
ED 016 577

**COLLINS, RALPH L.**
ESTIMATED SPACE REQUIREMENTS FOR FT. WAYNE FACILITY TO BE JOINTLY OCCUPIED BY INDIANA UNIVERSITY AND PURDUE UNIVERSITY.
ED 016 368

**CONRAD, M.J.**
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ED 016 422

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BR-6-8326 ED 016 296

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ED 016 403

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ADDENDUM TO INTEGRATION--A PLAN

FOR BERKELEY. A REPORT TO BERKELEY BOARD OF EDUCATION.,AN
ED 016 748

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ED 016 632

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ED 016 729

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ED 016 783

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ED 016 696

**TEPLITZ, ARTHUR**
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SP-2922-000-01 ED 016 501

**TEWKSBURY, M. GARDNER**
SPEAK MANDARIN, A BEGINNING TEXT IN SPOKEN CHINESE.
BR-6-8349 ED 016 227

**THOMSON, ALLAN**
ANALYSIS OF HIGH SCHOOL HUMANITIES COURSES IN FLORIDA.,AN
BR-6-8361
ED 016 659

**THORNDIKE, ROBERT L.**
CONCEPTS OF OVER- AND UNDERACHIEVEMENT.,THE
CRP-D ED 016 250

**THRESHER, B. ALDEN**
COLLEGE ADMISSIONS AND THE PUBLIC INTEREST.
ED 016 277

**TIETZE, ANDREAS**
TURKISH LITERARY READER. URALIC AND ALTAIC SERIES, VOLUME 22.
P-60 ED 016 204

**TILLERY, DALE**
COMMUNITY COLLEGE AND THE CHURCHES.,THE
ED 016 485

**TILLMAN, MURRAY H.**
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COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.
ED 016 483

**TODD, HOLLIS E.**
ROLE ANALYSIS OF THE BEGINNING TEACHER OF VOCATIONAL AGRICULTURE IN OHIO, A RESEARCH REPORT OF A GRADUATE STUDY. RESEARCH SERIES IN AGRICULTURAL EDUCATION.,A
ED 016 781

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ED 016 533

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BR-6-8449 ED 016 381

**TREGANZA, AMORITA**
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ED 016 328

**TRENT, JAMES W.**
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BR-5-0635 ED 016 248

**TREXLER, LAURA M.**
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ED 016 200

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ED 016 538

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OCCUPATIONAL VALUES AND POST-COLLEGE CAREER CHANGE. FINAL REPORT.
BR-5-8251 ED 016 243

**UTLEY, FRANCIS LEE**
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ED 016 678

**VALENTINE, I.E.**
VOCATIONAL-TECHNICAL FACILITIES PROJECT. PROGRESS REPORT.
ED 016 866

**VAN SPEYBROECK, JAMES**
SETS, SENTENCES, AND SYSTEMS. HANDBOOK FOR JUNIOR HIGH SCHOOL MATHEMATICS WORKSHOPS.
ED 016 614

**VARS, GORDON F.**
NEW KNOWLEDGE OF THE LEARNER AND HIS CULTURAL MILIEU, IMPLICATIONS FOR SCHOOLING IN THE MIDDLE YEARS.
ED 016 267

**VENN, GRANT**
CHALLENGE OF VOCATIONAL EDUCATION FOR SCHOOLS, STATES, AND THE NATION.,THE
ED 016 855

**VERNER, COOLIE, ED.**
ADULT EDUCATION IN BRITISH COLUMBIA.
ED 016 160

**WAGNER, WILLIS H.**
PLANNING INDUSTRIAL ARTS SHOPS (FOR SECONDARY SCHOOLS).
EDUC-SERV-PUB-31 ED 016 778

**WALL, LEWIS E.**
STUDY OF THE EFFECTIVENESS OF DATA PROCESSING SUMMER INSTITUTES FOR BUSINESS TEACHERS.,A
BR-6-2437 ED 016 861

**WALTHER, R.E.**
GUIDE TO PREPARING INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIAL.,A
AMRL-TR-65-43 ED 016 415

**WARNER, DON**
READING GAMES AND ACTIVITIES FOR DISADVANTAGED YOUTH.
ED 016 752

# institution index

# Institution Index

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

**WISCONSIN UNIV., MADISON**

SEMINAR ON THE ECONOMICS OF EDUCATION--INVESTMENT DECISIONS AND CONTRIBUTIONS TO INCOME AND ECONOMIC GROWTH. FINAL REPORT.
BR-6-8224 ED 014 154

**Accession Number**

**ADVISORY COUNCIL ON COLL. CHEMISTRY**

TEACHER-PRODUCED INSTRUCTIONAL FILMS IN CHEMISTRY, 8MM AND SUPER 8.
ED 016 636

**AEROSPACE MEDICAL RESEARCH LABS.**

WRIGHT-PATTERSON AFB, OHIO
GUIDE TO PREPARING INTRINSICALLY PROGRAMED INSTRUCTIONAL MATERIAL.,A
AMRL-TR-65-43 ED 016 415

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HORNBOOK OF HAZARDS FOR LINGUISTS.,A
9769-05 ED 016 213

**AKRON UNIV., OHIO**

AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 3-4.
ED 016 428

**ALABAMA STATE DEPT. OF EDUC., MONTGOMERY**

HOME ECONOMICS SERVICE
HANDBOOK OF POLICIES AND PROCEDURES FOR OCCUPATIONAL EDUCATION PROGRAMS IN VOCATIONAL HOME ECONOMICS.,A
ED 016 777

OUTLINE FOR OCCUPATIONAL HOME ECONOMICS COURSE IN COMMERCIAL AND INSTITUTIONAL FOOD PREPARATION.
ED 016 774

OUTLINE FOR OCCUPATIONAL HOME ECONOMICS COURSE IN COMMERCIAL SEWING AND ALTERATIONS.
ED 016 775

OUTLINE FOR THE PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS IN THE FIELD OF FOOD SERVICES (PREPARATION AND MANAGEMENT).
ED 016 773

REVISED OUTLINE FOR THE PREPARATORY COURSE IN OCCUPATIONAL HOME ECONOMICS IN THE FIELD OF CLOTHING, TEXTILES, AND HOME FURNISHINGS SERVICES.
ED 016 772

**AMERICAN ASSN. OF JUNIOR COLLEGES, WASHINGTON, D.C.**

FORMULA FOR TEACHER PREPARATION.,A
ED 016 488

JUNIOR COLLEGE EDUCATORS INDICATE INFORMATION THEY NEED.
ED 016 464

LIBRARY JUNIOR COLLEGE. A NEW AND LARGER ROLE FOR THE LIBRARY IN THE JUNIOR COLLEGE.,THE
ED 016 364

SELECTED PAPERS FROM THE ANNUAL CONVENTION OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES (46TH, ST. LOUIS, FEBRUARY 28-MARCH 4, 1966).
ED 016 448

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ED 016 449

**AMERICAN COUNCIL OF LEARNED SOCIETIES, NEW YORK**

EASTERN CHEREMIS MANUAL--PHONOLOGY, GRAMMAR, TEXTS, AND GLOSSARY. STUDIES IN CHEREMIS, VOLUME 9. URALIC AND ALTAIC SERIES, VOLUME 5.,AN
P-6 ED 016 207

ESTONIAN GENERAL READER. URALIC AND ALTAIC SERIES, VOLUME 34.
P-72 ED 016 220

ESTONIAN GRAMMAR. URALIC AND ALTAIC SERIES, VOLUME 12.
P-28 ED 016 218

ESTONIAN LITERARY READER. URALIC AND ALTAIC SERIES, VOLUME 31.
P-71 ED 016 219

REFERENCE GRAMMAR OF MODERN TURKISH. URALIC AND ALTAIC SERIES, VOLUME 19.,A
P-47 ED 016 205

TURKISH LITERARY READER. URALIC AND ALTAIC SERIES, VOLUME 22.
P-60 ED 016 204

**AMERICAN COUNCIL ON EDUCATION, WASHINGTON, D.C.**

ASSESSMENT OF QUALITY IN GRADUATE EDUCATION.,AN
ED 016 621

FEDERAL INVESTMENT IN HIGHER EDUCATION, THE NEED FOR A SUSTAINED COMMITMENT.,THE
ED 016 447

PREPARATION OF JUNIOR COLLEGE TEACHERS.
ED 016 489

**AMERICAN DENTAL ASSN., CHICAGO, ILL.**

REQUIREMENTS FOR AN ACCREDITED PROGRAM IN DENTAL LABORATORY TECHNOLOGY.
ED 016 862

**AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES**

PALO ALTO, CALIF.
EXPERIMENTAL INVESTIGATION OF ATTITUDE CHANGE PROCEDURES SUGGESTED BY CONTRAST AND ASSIMILATION PHENOMENA. FINAL REPORT.,AN
BR-6-8413 ED 016 253

SELF-DIRECTION IN PROGRAMED INSTRUCTION--EFFECTS ON LEARNING IN LOW-ABILITY STUDENTS.
AIR-D10-7-63-TR ED 016 401

**AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES**

PITTSBURGH, PA.
EVALUATION PLAN FOR THE GREENE JOINT VOCATIONAL SCHOOL.,AN
ED 016 824

**AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES**

PITTSBURGH, PA., INST. FOR PERFORMANCE TECHNOLOGY

SCHOOL AND COMMUNITY FACTORS IN EMPLOYMENT SUCCESS OF TRADE AND INDUSTRIAL COURSE GRADUATES. FINAL REPORT.
AIR-E26-8/66-FR ED 016 795

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ED 016 322

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ED 016 360

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ED 016 310

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BASIC ISSUES IN THE TEACHING OF ENGLISH.,THE
ED 016 640

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DE CHECKERS DELIVER. EMPLOYMENT OPPORTUNITIES BREAK FOR DETRAINED CHECKERS AND SALES PERSONNEL IN SPOKANE AREA.
ED 016 467

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--HIGH SCHOOL AGE YOUTH.
BR-7-0633 ED 016 871

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE--YOUTH WITH SPECIAL NEEDS.
BR-7-0633 ED 016 872

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS PEOPLE WITH EDUCATIONAL NEEDS BEYOND THE HIGH SCHOOL.
BR-7-0633 ED 016 873

RESEARCH VISIBILITY. VOCATIONAL EDUCATION IS SERVICE--TOWARD TEACHING EXCELLENCE.
BR-7-0633 ED 016 874

SAN DIEGO FACILITY SETS NEW PATTERN FOR APPRENTICE TRAINING.
ED 016 465

SANITARY ENGINEERING TECHNOLOGY TRAINING, REPORT ON A PROGRAM DEVELOPED AT THE FAYETTEVILLE TECHNICAL INSTITUTE IN NORTH CAROLINA TO MEET A NATIONAL NEED.
ED 016 468

VOCATIONAL EDUCATION ACT OF 1963, A CASE STUDY IN LEGISLATION.
ED 016 788

VOCATIONAL PROGRAMMING FOR THE RETARDED.
ED 016 466

**ARIZONA OCCUPATIONAL RES. COOR. UNIT, PHOENIX**
CHARACTERISTICS OF OUTSTANDING ENGINEERING TECHNICIANS IN ARIZONA.
ED 016 840

**ARIZONA STATE DEPT. OF VOCATIONAL EDUC., PHOENIX**
CHARACTERISTICS OF OUTSTANDING ENGINEERING TECHNICIANS IN ARIZONA.
ED 016 840

**ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION**
EFFECTIVE EDUCATION TO MEET SPECIAL NEEDS OF NATIVE CHILDREN.
ED 016 559

INDIAN CHILD IN THE CLASSROOM.,THE
ED 016 558

**ASSOCIATION FOR CHILDREN WITH LEARN. DISABILITIES**
TULSA, OKLA.
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ED 016 338

**ASSOCIATION OF COLLEGE ADMISSIONS COUNSELORS**
EVANSTON, ILL.
COUNSELING JUNIOR COLLEGE BOUND STUDENTS.
ED 016 450

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(FORMERLY NATIONAL ASSN. OF CHAIRMEN OF DEPT. OF ENGLISH IN COLLEGES AND UNIVERSITIES.)
TEACHING CONDITIONS AND LOADS AT SAN FRANCISCO CITY COLLEGE.
ED 016 682

**ASSOCIATION OF MANILA SECONDARY TEACHERS OF ENG.**
PHILIPPINES
PROPOSALS FOR REVISIONS IN THE PRE-SERVICE REQUIREMENTS FOR ENGLISH MAJORS.
ED 016 648

TEACHING ARCELLANA'S "THE MATS".,ON
ED 016 647

**AUDIO-VISUAL EDUCATION ASSN. OF CALIFORNIA**
LOS ANGELES
FILM CATALOG. UNIVERSITY OF SOUTHERN CALIFORNIA, 1965-66.
ED 016 385

**AUDIO-VISUAL LANGUAGE ASSN., LONDON (ENGLAND)**
ROLE OF THE MONITOR IN THE LANGUAGE LABORATORY.,THE
ED 016 421

**AUGUSTA COLL., GA.**
PREDICTION OF MIXED SCHEMA LEARNING IN A REPRODUCTION TASK.

THE EFFECTS OF INCIDENTAL LEARNING AND REINFORCEMENT ON SCHEMATA LEARNING AND SCHEMATA TRANSFER. INTERIM REPORT.
BR-6-8338 ED 016 261

**BALTIMORE CITY PUBLIC SCHOOLS, MD.**
OPPORTUNITY CLASS PROCEDURES. PLANNING, GROUPING, SCHEDULING, ORGANIZING.
ED 016 313

**BELLARMINE COLL., LOUISVILLE, KY.**
CIVIC LEADERSHIP DEVELOPMENT. FINAL REPORT AND EVALUATION OF GRANT 66 - 1 - 1 UNDER PUBLIC LAW 89-329, TITLE I.
ED 016 152

**BERKELEY UNIFIED SCHOOL DISTRICT, CALIF.**
ADDENDUM TO INTEGRATION--A PLAN FOR BERKELEY. A REPORT TO BERKELEY BOARD OF EDUCATION.,AN
ED 016 748

EPOCH--ESEA PROJECT FOR EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE. PLANNING PERIOD REPORT.
ED 016 741

EPOCH, EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE--ESEA TITLE I SUBMISSION TO PACE FOR CONTINUATION GRANT. ADDENDUM TO GRANT CONTINUATION APPLICATION, MAY 1967.
ED 016 742

EPOCH, EDUCATIONAL PROGRAMMING OF CULTURAL HERITAGE--ESEA TITLE III SUBMISSION OF PACE FOR CONTINUATION GRANT.
ED 016 747

REPORT OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE TO THE BOARD OF EDUCATION. VOLUME I.
ED 016 754

STUDIES AND RECOMMENDATIONS OF THE SEVERAL COMMITTEES OF THE BERKELEY SCHOOL MASTER PLAN COMMITTEE SUPPORTING ITS REPORT TO THE BOARD OF EDUCATION. VOLUME II.
ED 016 755

**BOOZ, ALLEN APPLIED RESEARCH INC., BETHESDA, MD.**
MECHANIZATION STUDY OF THE ARMY DOCUMENTATION AND INFORMATION RETRIEVAL SYSTEM, U.S. ARMY LIBRARY, WASHINGTON, D.C.
BAARINC-914-1-30 ED 016 506

MECHANIZATION STUDY OF THE TECHNICAL LIBRARY U.S. NAVAL AVIONICS FACILITY, INDIANAPOLIS, INDIANA.
BAARINC-914-1-31 ED 016 507

**BOSTON UNIV., MASS., SCH. OF EDUCATION**
HIGH INTEREST-LOW VOCABULARY READING MATERIALS. 1967 SUPPLEMENT.
ED 016 329

**BREVARD COUNTY BD. OF PUB.-INSTRUC., TITUSVILLE, FLA.**
EVALUATION STUDY WITH RECOMMENDATIONS.,AN
ED 016 312

**BRITISH COLUMBIA UNIV., VANCOUVER**
ADULT EDUCATION IN BRITISH COLUMBIA.
ED 016 160

**BUFFALO PUBLIC SCHOOLS, N.Y.**
EVALUATION--PLUS, 1966-1967.
ED 016 733

**BUREAU OF LABOR STATISTICS (DEPT. OF LABOR)**
WASHINGTON, D.C.
JOB REDESIGN FOR OLDER WORKERS, TEN CASE STUDIES.
BULL-1523 ED 016 771

**CALIFORNIA ASSN. OF INDEPENDENT SCH., LOS ANGELES**
PROJECT OPEN FUTURE.
ED 016 753

**CALIFORNIA COORD. COUNC. ON PROG. FOR HANDICAPPED**
SACRAMENTO (FULL NAME - COORDINATING COUNCIL ON PROGRAMS FOR HANDICAPPED CHILDREN.)
PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN IN CALIFORNIA.
ED 016 336

**CALIFORNIA COORD. UNIT FOR OCCUP. RES. AND DEV.**
SACRAMENTO
QUARTERLY REPORT OF THE CALIFORNIA RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION, JANUARY 1, 1967 THROUGH MARCH 31, 1967.
ED 016 787

**CALIFORNIA STATE COORD. COUNCIL FOR HIGHER EDUC.**
SACRAMENTO (OFFICE ALSO IN SAN FRANCISCO.)
MORE-THAN-TWO-YEAR JUNIOR COLLEGE PROGRAM IN CALIFORNIA.,THE
ED 016 473

**CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO**
COMMENTS AND CURRICULA RELATED TO THIRD GENERATION DATA PROCESSING AND SPECIFICALLY IBM SYSTEM/360.
ED 016 483

DRUG ABUSE, A SOURCE BOOK AND GUIDE FOR TEACHERS.
ED 016 630

FACILITIES AND SPACE ALLOCATIONS FOR PHYSICAL EDUCATION OUTDOOR TEACHING STATIONS FOR ELEMENTARY AND INTERMEDIATE PUBLIC SCHOOLS.
BULL-40-1967-ED ED 016 371

GUIDELINES FOR PUPIL PERSONNEL SERVICES IN THE ELEMENTARY SCHOOL.
ED 016 271

HANDBOOK FOR TEACHERS OF ENGLISH (AMERICANIZATION-LITERACY). REVISED EDITION.,A
ED 016 191

NATIONAL DIRECTORY OF SPECIAL EDUCATION PREPARATION PROGRAMS, A LIST OF COLLEGES AND UNIVERSITIES OFFERING AN ORGANIZED SEQUENCE OF SPECIALIZED PREPARATION FOR TEACHERS AND OTHER PER-

SONNEL ENGAGED IN THE EDUCATION OF EXCEPTIONAL CHILDREN.
ED 016 337

NEW MEDIA AND CHANGING EDUCATIONAL PATTERNS, A SUMMARY OF THE PREPARATIONS FOR, PRESENTATIONS, AND GROUP REPORTS OF THE NEW MEDIA WORKSHOP (TAHOE CITY, CALIFORNIA, AUGUST 1-7, 1965).
ED 016 383

PROPOSAL FOR THE ESTABLISHMENT OF A STATE COORDINATING UNIT FOR OCCUPATIONAL RESEARCH AND DEVELOPMENT. FINAL REPORT.,A
BR-5-0100 ED 016 848

PROPOSED MODEL FOR AN INFORMATION STORAGE AND RETRIEVAL SYSTEM FOR REPORTING JOB PLACEMENT FOLLOW-THROUGH DATA OF PERSONS TRAINED IN INDUSTRIAL EDUCATION PROGRAMS IN CALIFORNIA PUBLIC SCHOOLS. TENTATIVE DRAFT.,A
ED 016 852

ROLE OF THE PHYSICAL SCIENCES IN ELECTRICAL-ELECTRONIC TECHNOLOGY. PROGRESS REPORT.,THE
ED 016 813

SYLLABUS FOR CREATIVE AND INNOVATIVE SERVICES FOR THE MULTI-HANDICAPPED, SPECIAL STUDY INSTITUTE FOR THE MULTI-HANDICAPPED (LOS ANGELES, CALIFORNIA, OCTOBER 9-13, 1967).,A
ED 016 345

## CALIFORNIA STATE DEPT. OF GEN. SERVICES, SACRAMENTO

COMPARATIVE STUDY OF VIDEO TAPE RECORDINGS.,A
ED 016 389

## CALIFORNIA UNIV., BERKELEY

CRITERIA FOR EVALUATION OF CHILDREN'S ARTISTIC CREATIVITY. FINAL REPORT.
BR-5-8297 ED 016 239

EDUCATION OF DISADVANTAGED CHILDREN IN CALIFORNIA, A REPORT TO THE CALIFORNIA STATE COMMITTEE ON PUBLIC EDUCATION.
ED 016 706

SOCIAL CLASS DIFFERENCES IN THE ROLE OF LINGUISTIC STRUCTURES IN PAIRED-ASSOCIATE LEARNING, ELABORATION AND LEARNING PROFICIENCY.
BR-5-0605 ED 016 246

## CALIFORNIA UNIV., BERKELEY, CTR. FOR R AND D IN ED

(FULL NAME - CTR. FOR RESEARCH AND DEVELOPMENT IN HIGHER EDUCATION.)
BEYOND HIGH SCHOOL, A STUDY OF 10,000 HIGH SCHOOL GRADUATES.
BR-5-0635 ED 016 248

GRADUATE AND PROFESSIONAL EDUCATION, AN ANNOTATED BIBLIOGRAPHY.
BR-5-0248 ED 016 293

## CALIFORNIA UNIV., BERKELEY, INST. OF GOVT. STUDIES

(FORMERLY BUREAU OF ADMINISTRATION)
PROPOSED PROGRAM OF MID-CAREER EDUCATION FOR PUBLIC ADMINISTRATORS IN METROPOLITAN AREAS. REPORT OF AN AD HOC FACULTY PLANNING COMMITTEE AT THE UNIVERSITY OF CALIFORNIA, BERKELEY, TO THE NATIONAL INSTITUTE OF PUBLIC AFFAIRS.,A
ED 016 157

## CALIFORNIA UNIV., BERKELEY, SCHOOL OF EDUC.

NATIONWIDE STUDY OF THE ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AT THE STATE LEVEL. VOLUME ONE. FINAL REPORT.,A
BR-6-2921 ED 016 858

## CALIFORNIA UNIV., LOS ANGELES

ROLE OF THE PHYSICAL SCIENCES IN ELECTRICAL-ELECTRONIC TECHNOLOGY. PROGRESS REPORT.,THE
ED 016 813

SKILLS OF TEACHING.,THE
ED 016 605

## CALIFORNIA UNIV., LOS ANGELES

CENTER FOR THE STUDY OF EVALUATION OF INSTR. PROG.
COGNITIVE STRUCTURES AND EDUCATIONAL EVALUATION.
CSEIP-OR-5 ED 016 282

TEACHER APPRAISAL, A MATCHING PROCESS.
CSEIP-OR-4 ED 016 299

## CALIFORNIA UNIV., LOS ANGELES

ERIC CLEARINGHOUSE FOR JUNIOR COLL. INFORMATION
JUNIOR AND COMMUNITY COLLEGE FACULTY, A BIBLIOGRAPHY.,THE
ED 016 490

## CALIFORNIA UNIV., LOS ANGELES

SCHOOL OF EDUCATION
TEACHER AIDE CURRICULUM AT RIO HONDO JUNIOR COLLEGE--ITS IMPLEMENTATION, EFFECTIVENESS, AND EVALUATION AS RELATED TO ITS USE WITHIN THE LOS NIETOS SCHOOL DISTRICT.,A
ED 016 452

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ED 016 302

**SOUTHERN WISCONSIN COLONY SCHOOL DIST.,UNION GROVE**

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ED 016 341

**SOUTHWEST COUNCIL OF FOREIGN LANGUAGE TEACHERS**

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ED 016 434

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ED 016 435

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SRI-1-6336 ED 016 732

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RELATIONSHIP BETWEEN INTENTIONAL LEARNING, INCIDENTAL LEARNING AND TYPE OF REWARD IN PRESCHOOL EDUCABLE MENTAL RETARDATES.,THE
BR-6-8144 ED 016 348

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ED 016 457

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ED 016 632

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ED 016 633

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(FULL NAME - INST. FOR STUDY OF HUMAN PROBLEMS.)
GROWTH AND CONSTRAINT IN COLLEGE STUDENTS, A STUDY OF THE VARIETIES OF PSYCHOLOGICAL DEVELOPMENT. FINAL REPORT.
BR-5-0799 ED 016 264

## STANFORD UNIV., CALIF., SCHOOL OF EDUCATION

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(EDUCATIONAL FACIL. LABS., STANFORD, WESTERN REG.)
PLUMBING FIXTURES FOR EDUCATIONAL FACILITIES.
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NATURE STUDY EQUIMENT, HOW TO MAKE AND USE IT. EDUCATIONAL SERVICE PUBLICATIONS, ISSUE NUMBER 14, 1955 REVISION.
ED 016 553

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ED 016 837

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ED 016 355

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SCHOOL OF EDUCATION
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ED 016 412

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SP-2148 ED 016 387

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DEVELOPMENT AND EVALUATION OF EDUCATIONAL PROGRAMS IN BIO-MEDICAL EQUIPMENT TECHNOLOGY, PHASE I. FINAL REPORT.
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STUDENT'S PERSONAL ADJUSTMENT TO WORK, SUGGESTED PLANS FOR GROUP DISCUSSIONS IN VOCATIONAL INDUSTRIAL EDUCATION. VOLUME II.
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DEVELOPMENT OF APPROPRIATE INSTRUCTIONAL UNITS AND RELATED MATERIALS ON RACIAL AND CULTURAL DIVERSITY IN AMERICA. FINAL REPORT.,THE
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ED 016 171

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BR-6-8297 ED 016 619

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ED 016 770

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BR-7-0031 ED 016 770

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CERTAINTY OF VOCATIONAL-EDUCATIONAL PLANS AND FIRST YEAR COLLEGE ACHIEVEMENT.
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ROLE OF INSTITUTIONAL RESEARCH IN PLANNING, PROCEEDINGS OF ANNUAL NATIONAL INSTITUTE RESEARCH FORUM (3RD, MCGREGOR CONFERENCE CENTER, WAYNE STATE UNIVERSITY, MAY 5-7, 1963).,THE
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BR-5-0121 ED 016 849

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PERFORMANCE OF FIRST GRADE CHILDREN IN FOUR LEVELS OF CONSERVATION OF NUMEROUSNESS AND THREE IQ GROUPS WHEN SOLVING ARITHMETIC ADDITION PROBLEMS.,THE
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ED 016 185

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BR-5-1229 ED 016 222

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BR-6-8349 ED 016 228

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BR-6-8349 ED 016 229

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EFFECTIVENESS OF A SPECIFIC PROGRAM BASED ON LANGUAGE DIAGNOSIS IN OVERCOMING LEARNING DISABILITIES OF MENTALLY RETARDED-EMOTIONALLY DISTURBED CHILDREN.,THE
BR-6-8375 ED 016 347

## YESHIVA UNIV., NEW YORK, N.Y., ERIC CLEARINGHOUSE

(FULL NAME - ERIC CLEARINGHOUSE FOR URBAN DISADVANTAGED.)
IRCD BULLETIN, VOLUME 3, NUMBER 5, NOVEMBER 1967.
ED 016 759

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READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. REVISION 1.,A
ED 016 757

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Investigator(s) — the individual(s) conducting the project.

Institutional Source—the organization responsible for the research activity.

Bureau Number—The project number assigned by the Bureau of Research, U.S. Office of Education.

Proposal Date—the date the proposal was submitted to the Bureau of Research.

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Start Date and End Date—the starting date and the anticipated ending date for the research project.

Informative Abstract—a synopsis of the project in about 200 words. When applicable, it includes the purpose and procedure of the research activity.

Abstractor's initials.

EP 011 005 24
A SMALL PROJECT RESEARCH PROPOSAL IN SECONDARY SCHOOL SCIENCE.
INVESTIGATOR, WALTON, GEORGE
WESTERN NEW MEXICO UNIV., SILVER CITY
BUREAU NUMBER BR-7-G-045
REGIONAL RESEARCH, OFFICE ASSOCIATE COMMISSIONER
NEW MEXICO CONGRESSIONAL DISTRICT NO. 2 AT LARGE
PROPOSAL DATE 29 MAR 67
GRANT OEG-7-8-000045-0020-010
DESCRIPTORS *CHEMISTRY INSTRUCTION, *CURRICULUM DEVELOPMENT, *SCIENCE EDUCATION, *SCIENTIFIC CONCEPTS, *SECONDARY SCHOOL SCIENCE, SCIENTIFIC PRINCIPLES,
START DATE 01-16-68 END DATE 04-30-68
A PROJECT TO PRODUCE A MODIFIED COURSE IN SECONDARY SCHOOL CHEMISTRY FOR THE ISOLATED MULTIETHNIC SCHOOLS OF SOUTHWESTERN NEW MEXICO WILL BE CONDUCTED TO COMPLETE THE PLANNING PHASE THAT HAS BEEN STARTED, TO DESIGN AND PRODUCE THE CURRICULUM CONTENT, AND TO CONDUCT A LIMITED FIELD TEST OF THE COURSE. THIS MODIFIED COURSE IS INTENDED TO (1) IMPART AN UNDERSTANDING OF CHEMISTRY TO THE NON-SCIENCE MAJOR STUDENT, WHETHER COLLEGE BOUND OR NOT, (2) BE A COURSE THAT LARGE NUMBERS OF STUDENTS WILL WANT TO TAKE, (3) MINIMIZE THE EFFECTS OF LANGUAGE BARRIERS AND REFERENT CONFUSION ARISING FROM ISOLATION, AND (4) IMPART TO THE STUDENTS AN ATTITUDE OF INQUIRY. AN EFFORT WILL BE MADE TO INTEGRATE OTHER SUBJECTS, APPLICATIONS, AND TECHNIQUES INTO THE COURSE IN CHEMISTRY. MATERIAL SELECTED WILL BE LIMITED TO FACTS AND PRESENTATIONS THAT DEVELOP CONCEPTS AND UNDERSTANDINGS. HISTORICAL DEVELOPMENT WILL BE ELIMINATED AND THE THEORY PRESENTED WILL BE SIMPLIFIED, BASIC, AND MODERN. THIS PROJECT HAS THE ADDITIONAL OBJECTIVE OF TRAINING THE PRINCIPAL SPECIALIST IN THE METHODOLOGY OF EDUCATIONAL RESEARCH. (AL)

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**EP 011 044 24**
**DEVELOPMENT OF MATERIALS FOR A ONE-YEAR COURSE IN AFRICAN MUSIC FOR THE GENERAL UNDERGRADUATE STUDENT.**
INVESTIGATOR, BUTCHER, VADA E.
HOWARD UNIV., WASHINGTON, D.C.
BUREAU NUMBER BR-6-1779
PROPOSAL DATE 17 DEC 65
CONTRACT OEC-0-8-061779-2821
DESCRIPTORS *AFRICAN CULTURE, *COLLEGE INSTRUCTION, *COURSE CONTENT, *MATERIAL DEVELOPMENT, MUSIC EDUCATION, INSTRUMENTATION, MUSIC ACTIVITIES,
START DATE 02-05-68 END DATE 02-04-71
SO THAT THE GENERAL EDUCATION CURRICULUMS IN COLLEGES AND UNIVERSITIES MAY ENRICH THEIR COURSES IN THE FINE ARTS, MATERIALS FOR A COURSE IN AFRICAN MUSIC WILL BE DEVELOPED. INCLUDED IN THE PROCEDURAL EFFORT WILL BE--(1) FACILITY PLANNING AND ORGANIZATION (SPACE, EQUIPMENT AND SUPPLIES), (2) CONFERENCES FOR MATERIAL ORGANIZATION, COURSE PLANNING, AND WORKSHOP ACTIVITIES FOR TEACHER PREPARATION, 3) CLASSROOM TRIALS OF DEVELOPED MATERIALS, AND (4) EVALUATION, REVISION, AND ORGANIZATION OF MATERIALS FOR DISTRIBUTION. THE MATERIALS WILL CONSIST OF A BIBLIOGRAPHY OF RELATED PUBLICATIONS, A DISCOGRAPHY OF RECORDINGS, AUDIOVISUAL AIDS, INSTRUMENTS, A COLLECTION OF FOLK SONGS, AND A SYLLABUS. THE APPRECIATION OF CULTURAL DIFFERENCES, THE MUTUAL INFLUENCES BETWEEN THE MUSIC OF AFRICA AND AMERICA, AND THE BETTER UNDERSTANDING OF AFRICAN PEOPLES ARE THE QUALITIES EXPECTED AS OUTCOMES OF THE COURSE ON STUDENTS. (RS)

**EP 011 045 24**
**RESEARCH CENTER IN ANTHROPOLOGY AND EDUCATION.**
INVESTIGATOR, FRANTZ, CHARLES
AMERICAN ANTHROPOLOGICAL ASSN., WASH., D.C.
BUREAU NUMBER BR-7-1125
PROPOSAL DATE 01 MAY 67
CONTRACT OEC-0-8-071125-1751
DESCRIPTORS *ANTROPOLOGY, *EDUCATION, *RESEARCH AND DEVELOPMENT CENTERS, *RESEARCH NEEDS, CULTURAL AWARNESS, CULTURAL FACTORS, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS,
START DATE 09-01-67 END DATE 06-30-69
ACTIVITIES CRUCIAL TO DEVELOPMENT OF A CENTER IN ANTHROPOLOGY AND EDUCATION THAT WILL STIMULATE AND COORDINATE RESEARCH ON A NUMBER OF PROBLESM WILL BE CONDUCTED. PROBLEMS WHICH RELATE TO SCHOOLS, EDUCATION, AND THE TRANSMISSION OF KNOWLEDGE, VALUES, AND SKILLS COMPRISE THE MAJOR AREAS OF CONCERN, AND WILL BE ENCOURAGED BY THE IMPLEMENTATION OF A DISCIPLINE-WIDE, NATIONALLY AND INTERNATIONALLY ORIENTED PROGRAM OF RESEARCH AND RESEARCH-RELATED ACTIVITIES. THE ACTIVITIES WILL INCLUDE--(1) A CONFERENCE ON ANTHROPOLOGY AND EDUCATION, (2) EFFORTS DIRECTED AT STIMULATING INCREASED RESEARCH PARTICULARLY IN EURO-AMERICAN ANTHROPOLOGY AND UNSTUDIED EDUCATIONAL SYSTEMS, (3) DISCOVERY, DEVELOPMENT, AND DISSEMINATION OF RESEARCH OPPORTUNITIES, AND (4) COORDINATION AND COOPERATION WITH OTHER AGENCES (R/D CENTERS, ERIC CLEARINGHOUSES, AND REGIONAL LABORATORIES). THIS EFFORT IS EXPECTED TO CONTRIBUTE TO A BETTER UNDERSTANDING OF THE PROCESSES OF CULTURAL TRANSMISSION, STABILITY, AND CHANGE, AND THE EFFECTS OF VALUE SYSTEMS AND OTHER FACTORS UPON THE FORMS AND FUNCTIONS OF EDUCATION. (RS)

**EP 011 046 08**
**A PLANNING STUDY TO DETERMINE THE FEASIBILITY OF A RESEARCH PROJECT CONCERNING EMPLOYMENT OPPORTUNITIES AND TRAINING NEEDS IN FARMING AND OFF-FARM AGRICULTURAL BUSINESS AND INDUSTRY.**
INVESTIGATOR, HENSEL, JAMES W.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-8459
PROPOSAL DATE 10 JUN 67
GRANT OEG-0-8-078459-1875
DESCRIPTORS *AGRICULTURAL EDUCATION, *AGRICULTURAL RESEARCH PROJECTS, *EDUCATIONAL NEEDS, *FARM OCCUPATIONS, *OFF FARM AGRICULTURAL OCCUPATIONS, EDUCATIONAL PLANNING, PILOT PROJECTS, RESEARCH DESIGN, RESEARCH METHODOLOGY, RESEARCH NEEDS,
START DATE 10-01-67 END DATE 06-30-68
EMPLOYMENT OPPORTUNITIES AND TRAINING NEEDS IN FARMING AND OFF-FARM AGRICULTURAL BUSINESS AND INDUSTRY WILL BE STUDIED. THE EFFORTS OF THE U.S. DEPARTMENTS OF AGRICULTURE, LABOR, COMMERCE, AND EDUCATION WILL BE ENLISTED IN CONJUNCTION WITH LEADERS IN THE FIELD OF AGRICULTURAL EDUCATION TO PLAN AND DEVELOP A LONG-RANGE PROJECT FOR EDUCATION IN AGRICULTURE. PROCEDURES WILL INCLUDE (1) A REVIEW OF LITERATURE OF RELATED RESEARCH, (2) THE FORMATION OF AN ADVISORY COMMITTEE TO AID IN DESIGNING THE STUDY, (3) WORK WITH GOVERNMENT AGENCIES INVOLVED IN THE STUDY, AND (4) THE COORDINATION OF ACTIVITIES ON ALL LEVELS, ESTABLISHMENT OF GUIDELINES FOR CONDUCTING THE STUDY, AND THE DESIGN AND SUBMITION OF A PROPOSAL FOR THE MAJOR PROJECT CONCERNING EMPLOYMENT AND TRAINING IN AGRICULTURE. THE RESULTS OF THIS NATIONAL STUDY ARE EXPECTED TO PROVIDE THE NECESSARY BACKGROUND, COORDINATION, AND DESIGN TO APPROACH THE GROWING PROBLEMS IN AGRICULTURAL EDUCATION AND BUSINESS AND INDUSTRY. (RS)

**EP 011 047 24**
**A STUDY OF READING MISCUES THAT RESULT IN GRAMMATICAL CHANGES IN SENTENCE STRUCTURE BY CHILDREN.**
INVESTIGATOR, GOODMAN, KENNETH S.
WAYNE STATE UNIV., DETROIT, MICH.
BUREAU NUMBER BR-7-E-219
PROPOSAL DATE 67
GRANT OEG-0-8-070219-2806
DESCRIPTORS *DEEP STRUCTURE, *LANGUAGE RESEARCH, *ORAL READING, *READING PROCESSES, *TRANSFORMATION THEORY (LANGUAGE), RESPONSE MODE,
START DATE 02-05-68 END DATE 02-04-69
ASPECTS OF ORAL READING BEHAVIOR AS THEY APPLY TO RECORDING GRAMMATICAL RE-TRANSFORMATION OF RESPONSES TO THE GRAPHIC STIMULI WILL BE STUDIED. THE GRAMMATICAL STRUCTURES OF THE GRAPHIC STIMULI AND THE TRANSFORMED RESPONSES WILL BE STUDIED IN DEPTH AND CATEGORIZED IN FINE DETAIL. DATA WILL BE COLLECTED FROM AN EXISTING POOL FROM PRIOR STUDIES AND CONTINUING STUDIES OF CHILDREN'S BEHAVIOR WHILE READING ORALLY. IN THESE STUDIES, CHILDREN READ ORALLY MATERIAL WHICH WAS UNFAMILIAR, BUT SOMEWHAT DIFFICULT. MISCUES THAT INVOLVE TRANSFORMATIONS WILL BE SORTED OUT BY A COMPUTER PROGRAM AND WILL BE SUBJECTED TO ANALYSIS, CLASSIFIED INTO A DETAILED TAXONOMY OF TRANSFORMATIONS AND CODED FOR ANALYSIS. THIS STUDY SHOULD PROVIDE INSIGHT INTO THE FUNCTION OF GRAMMATICAL INFORMATION IN THE READING PROCESS, THE PSYCHOLOGICAL REALITY OF GRAMMATICAL TRANSFORMATIONS, AND LANGUAGE COMPREHENSION IN GENERAL. IT IS ALSO EXPECTED THAT THIS STUDY WILL SHED LIGHT ON THE GROWTH OF GRAMMATICAL COMPLEXITY IN CHILDREN'S LANGUAGE COMPETENCE AND INDICATE SOME PRINCIPLES FOR CONTROLLING GRAMMATICAL COMPLEXITY IN READING MATERIALS. (RS)

**EP 011 048 24**
**FEASIBILITY STUDY FOR INCORPORATING A YEAR ABROAD IN THE LIBRARY SCIENCE CURRICULUM.**
INVESTIGATOR, CARROLL, FRANCES L.
OKLAHOMA UNIV., NORMAN
BUREAU NUMBER BR-7-G-070
PROPOSAL DATE MAY 67
GRANT OEG-7-8-000070-0026
DESCRIPTORS *COLLEGE PROGRAMS, *CURRICULUM DEVELOPMENT, *FEASIBILITY STUDIES, *FOREIGN COUNTRIES, *LIBRARY SCIENCE, ARTICULATION (PROGRAM), CULTURAL EXCHANGE, LIBRARY FACILITIES,
START DATE 03-19-68 END DATE 05-31-69
DATA COLLECTION WILL BE CONTINUED AND INTERVIEWS CONDUCTED TO DETERMINE THE FEASIBILITY OF INCORPORATING A YEAR'S STUDY IN EUROPE IN THE CURRICULUM OF A SCHOOL OF LIBRARY SCIENCE. INITIAL GROUNDWORK HAS BEEN LAID BY THE PRINCIPAL INVESTIGATOR IN HIS FIELD TRIPS TO GERMAN AND ENGLISH LIBRARIES. FURTHER EVALUATION OF SELECTED EUROPEAN LIBRAY CENTERS AND COURSE WORK, DETERMINATION OF SPECIFIC VALUES TO BE OBTAINED FOR INCLUSION OF THE YEAR ABROAD IN THE CURRICULUM, AND PLANNING OF AN EXPERIMENTAL PROGRAM FOR LIBRARY SCIENCE EDUCATION WILL BE COMPLETED. EXPECTED OUTCOMES INCLUDE--(1) CURRICULUM REVISION NECESSARY TO PLAN AN INNOVATIVE COOPERATIVE PROGRAM, (2) A 6-YEAR DEGREE WITH PROFESSIONAL ADVANTAGES FOR THE STUDENT OF LIBRARY SCIENCE, AND (3) COOPERATIVE EXCHANGE OF BOTH STUDENTS AND FACULTY, WHICH WOULD ENHANCE OPPORTUNITIES FOR CULTURAL GROWTH AND INTERNATIONAL UNDERSTANDING. (RS)

**EP 011 049 24**
**RESISTANCE TO EXTINCTION IN MENTALLY RETARDED CHILDREN UNDER CONDITIONS OF STIMULUS VARIATION.**
INVESTIGATOR, HINER, GLADYS
OKLAHOMA CITY UNIV., OKLA.
BUREAU NUMBER BR-7-G-073
PROPOSAL DATE 26 MAY 67
GRANT OEG-7-8-000073-0028
DESCRIPTORS *COGNITIVE PROCESSES, *MENTALLY HANDICAPPED, *RETARDED CHILDREN, *TRANSFER OF TRAINING, *TRANSFORMATIONS, TASK PERFORMANCE,
START DATE 03-21-68 END DATE 07-31-69
EXTENT OF CONTROL BY STIMULUS CONDITIONS ON TRANSFORMATIONAL SKILLS IN MENTALLY RETARDED CHIL-

DREN WILL BE STUDIED TO FURTHER UNDERSTAND THE COGNITIVE PROCESSES OF RETARDATES. SPECIFICALLY, RESISTANCE TO EXTINCTION AND RESPONSE REVERSAL IN RETARDED CHILDREN WHILE VARYING STIMULI COMMON TO BOTH ACQUISITION AND EXTINCTION (OR REVERSAL) CONDITIONS WILL BE INVESTIGATED. THREE EXPERIMENTS WILL BE CONDUCTED--(1) SIXTY 9- AND 10-YEAR-OLDS WILL BE INDIVIDUALLY TESTED ON A TWO-CHOICE DISCRIMINATION DEVICE USING VARIATIONS OF STIMULI DURING ACQUISITION AND EXTINCTION, (2) SEVENTY-TWO RETARDED AND 72 NORMAL 9- AND 10-YEAR-OLDS WILL BE TESTED FOR THE EFFECT OF STIMULUS VARIATION ON REVERSAL SHIFTS DURING EXTINCTION, AND (3) FORTY RETARDED CHILDREN WILL BE TESTED USING THE SAME DEVICE AS EXPERIMENTS 1 AND 2 WITH STIMULUS VARIATION CONSISTING OF A CHANGE IN TRAINING ROOMS DURING EXTINCTION. (RS)

**EP 011 050 08**

ESTABLISHMENT OF A VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT COORDINATING UNIT.
INVESTIGATOR, MUNOZ, RAUL
PUERTO RICO STATE DEPT. OF EDUC., HATO REY
BUREAU NUMBER BR-8-0007
PROPOSAL DATE 30 JUN 67
GRANT OEG-3-8-080007-0031
DESCRIPTORS *INFORMATION DISSEMINATION, *INSTRUCTIONAL IMPROVEMENT, *RESEARCH COORDINATING UNITS, *RESEARCH NEEDS, *VOCATIONAL EDUCATION, PUERTO RICO, RESEARCH METHODOLOGY,
START DATE 04-01-68 END DATE 03-31-71
A VOCATIONAL EDUCATION RESEARCH COORDINATING UNIT, (RCU) WILL BE ESTABLISHED IN THE COMMONWEALTH OF PUERTO RICO. OBJECTIVES INCLUDE--(1) IDENTIFICATION OF RESEARCH PROBLEMS, (2) ENCOURAGEMENT, STIMULATION, AND FACILITATION OF VOCATIONAL EDUCATION, RESEARCH, AND RESEARCH COMPETANCIES, (3) CONTRIBUTING TO EFFECTIVE INFORMATION EXCHANGE AND DISSEMINATION, AND (4) PROMOTION OF IMPLEMENTATION OF RESEARCH FINDINGS IN PRACTICES, PROGRAMS, AND FACILITIES. FUNCTIONS OF THE RCU WILL BE INTEGRATED AND CONDUCTED WITH THE RESEARCH PLAN OF THE DEPARTMENT OF EDUCATION BY COOPERATION WITH ITS RESEARCH DIVISION. IT WILL SERVE AS A MECHANISM FOR STIMULATION OF CONSTRUCTIVE DEVELOPMENTAL ACTION BY RESEARCH, AND SYSTEMATIC, DETAILED APPRAISAL AND IMPLEMENTATION OF FINDINGS FOR THE IMPROVEMENT OF VOCATIONAL AND TECHNICAL EDUCATION. (RS)

**EP 011 051 24**

AN INVESTIGATION TO IDENTIFY, DESCRIBE, AND EVALUATE AN OPTIMAL PROGRAM OF STUDENT PERSONNEL SERVICES FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS.
INVESTIGATOR, WALZ, GARRY R.
MICHIGAN UNIV., ANN ARBOR
BUREAU NUMBER BR-8-0051
PROPOSAL DATE 14 APR 67
CONTRACT OEC-0-8-080051-1885
DESCRIPTORS *COLLEGE STUDENTS, *DISADVANTAGED YOUTH, *PROGRAM DEVELOPMENT, *PROGRAM GUIDES, *STUDENT PERSONNEL SERVICES, INFORMATION DISSEMINATION, RESEARCH NEEDS, SPECIAL SERVICES, SPECIALISTS, STUDENT ADJUSTMENT,
START DATE 09-01-67 END DATE 12-31-69
THE ERIC CLEARINGHOUSE FOR COUNSELING AND PERSONNEL SERVICES WILL UNDERTAKE A 2-YEAR INVESTIGATION FOR THE IDENTIFICATION, EVALUATION, AND DISSEMINATION OF INFORMATION PERTAINING TO THE IMPROVEMENT OF STUDENT PERSONNEL SERVICES FOR COLLEGE STUDENTS FROM DISADVANTAGED BACKGROUNDS. DISADVANTAGED YOUTH MAY EXPERIENCE PROBLEMS WHEN THEY ENTER A COLLEGIATE ENVIRONMENT WITH ITS EMPHASIS ON COMPETITION, SELF-MANAGEMENT, AND SOCIAL RELATIONSHIPS, AND SPECIFIC INFORMATION ON WHAT ASSISTANCE HAS BEEN DEMONSTRATED TO BE EFFECTIVE AND HOW IT CAN BE BEST PROVIDED IS FRAGMENTARY. TO INCREASE THE BODY OF PRESENT INFORMATION AND MAKE IT AVAILABLE FOR EFFECTIVE USE, THE CLEARINGHOUSE WILL UNDERTAKE (1) THE ACQUISITION OF DATA REGARDING THE EFFECT OF DIFFERENT PERSONNEL SERVICES' FUNCTION UPON DISADVANTAGED COLLEGE STUDENTS, (2) THE DESIGN OF A PROGRAM OF PUPIL PERSONNEL SERVICES, (3) A TRYOUT AND EVALUATION OF A MODEL PROGRAM OF PERSONNEL SERVICES, AND (4) THE DEVELOPMENT OF A VARIETY OF PROCEDURES FOR DISSEMINATION OF INFORMATION ABOUT THE REVISED PROGRAM OF PERSONNEL SERVICES. SOME OF THE POTENTIAL USES FOR THE PROGRAM WOULD BE THE ADAPTABILITY OF THE MODEL PROGRAM FOR PERSONNEL PEOPLE IN DIFFERENT SETTINGS WHO WOULD BE ABLE TO IDENTIFY WHAT FUNCTIONS WOULD BE APPROPRIATE IN THEIR SITUATION WITH STUDENTS OF VARYING NEEDS AND THE IDENTIFICATION OF AREAS FOR ADDITIONAL RESEARCH AND EXPERIENCE. THE MAJOR CONTRIBUTION WOULD BE THE ABILITY TO INTEGRATE INFORMATION AND EXPERIENCE FROM A WIDE VARIETY OF SOURCES FOR IN SUCH A WAY AS TO MAKE THEM PARTICULARLY USEFUL FOR DIFFERENT USERS. (PM)

**EP 011 052 08**

LEADERSHIP ROLE, FUNCTIONS, PROCEDURES AND ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AGENCIES AT THE STATE LEVEL.
INVESTIGATOR, SWANSON, J. CHESTER
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-8-0066
PROPOSAL DATE 01 JUL 67
GRANT OEG-0-8-080066-3478
DESCRIPTORS *ADMINISTRATION, *PROGRAM COSTS, *STATE PROGRAMS, *STATISTICAL STUDIES, *VOCATIONAL EDUCATION, FINANCIAL POLICY, LEADERSHIP, PROGRAM GUIDES, QUESTIONNAIRES,
START DATE 03-01-68 END DATE 11-30-68
COLLECTION, ANALYSIS, AND STUDY OF INFORMATION ABOUT STATE-LEVEL ADMINISTRATION OF VOCATIONAL AND TECHNICAL EDUCATION (VTE) WILL BE CONTINUED. DURING THE SECOND PHASE OF THIS STUDY THE DATA OBTAINED FROM QUESTIONNAIRES CONCERNING THE CONCEPTS AND PERCEPTIONS OF VTE SERVICES IN 38 STATES WILL BE FURTHER ANALYZED. ITEM ANALYSIS AND CLUSTER ANALYSIS OF DATA COLLECTED DURING THE FIRST PHASE WILL BE FURTHERED. ONE OF THE STUDIES, "THE CURRENT STATUS," WILL BE UPDATED FOR THE SCHOOL YEAR 1966-67, AND THE ANALYSIS OF DATA REVIEWED AND EXPANDED AS THE ACQUIRED DATA INDICATES. THE MAJOR EMPHASIS WILL BE PLACED ON THE "FINANCIAL STUDY," WHICH IS A PILOT STUDY TO DEVELOP A METHOD FOR DETERMINING VOCATIONAL EDUCATION PROGRAM UNIT COSTS AND HOW TO APPLY THIS METHOD TO A JUNIOR COLLEGE SCHOOL DISTRICT AND A UNIFIED SCHOOL DISTRICT. (RS)

**EP 011 053 08**

COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN PUBLIC SCHOOLS OF MONROE, MICH.
INVESTIGATOR, HETRICK, WILLIAM M.
MONROE CITY SCHOOL DISTRICT, MICH.
BUREAU NUMBER BR-8-0137
PROPOSAL DATE 28 AUG 67
GRANT OEG-0-8-080137-2681-085
DESCRIPTORS *COORDINATORS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *INDIVIDUALIZED CURRICULUM, *SECONDARY GRADES, BEHAVIOR THEORY, INTEGRATED CURRICULUM, PROGRAM PLANNING, SCHOOL DISTRICTS,
START DATE 01-15-68 END DATE 01-14-69
THE ORGANIC CURRICULUM IS AN ATTEMPT TO MEET THE CHALLENGES OF MODERN EDUCATION IN A SYSTEMATIC AND COMPREHENSIVE WAY, INSTEAD OF DEALING WITH EACH EDUCATIONAL INNOVATION AS AN ISOLATED SEGMENT. SPECIFICALLY, IT PROPOSES TO CHANGE THE PRESENT SECONDARY EDUCATIONAL PROGRAM IN THE DIRECTION OF A LEARNER-ORIENTED CURRICULUM BY THE INTEGRATION OF ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9 TO 12. FIFTEEN SCHOOL DISTRICTS WILL BE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF BOTH THE PHYSICAL CHANGE, AND THE CHANGE IN INDIVIDUALS' BEHAVIOR INCUMBENT IN THE PROGRAM. IMPLICIT WITHIN THE OPERATION OF THIS CURRICULUM CHANGE IS THE SELECTION OF A PROGRAM COORDINATOR WHO WILL ACT AS THE KEY INDIVIDUAL WORKING WITH THE SCHOOL DISTRICT, AND WHOSE DUTIES WILL INCLUDE--(1) SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE DISTRICT, (2) SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA, (3) INVOLVEMENT IN TRAINING PROGRAMS WITHIN AND WITHOUT THE DISTRICT, (4) ANALYSIS OF THE CURRENT GRADE 9 THROUGH 12 CURRICULUM, (5) ESTABLISHMENT OF RELATIONSHIPS AND COMMUNICATION WITH THE COMMUNITY, (6) DEFINITION OF THE TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLANNING TESTING OF THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. (RS)

**EP 011 054 24**

DEVELOPMENT OF BEHAVIORAL HIERACHIES FOR USE IN AN ELEMENTARY MATHEMATICS INSERVICE PROGRAM.
INVESTIGATOR, HENKLEMAN, JAMES
MARYLAND UNIV., COLLEGE PARK
BUREAU NUMBER BR-8-0141
PROPOSAL DATE 14 AUG 67
GRANT OEG-3-8-080141-0032
DESCRIPTORS *CURRICULUM DEVELOPMENT, *ELEMENTARY SCHOOL MATHEMATICS, *INSERVICE TEACHER EDUCATION, *MATHEMATICS INSTRUCTION, *MODELS, BEHAVIOR THEORIES, COURSE ORGANIZATION, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL TEACHERS, INSTRUCTIONAL MATERIALS,

START DATE 04-01-68 END DATE 02-01-69
ELEMENTARY SCHOOL MATHEMATICS CURRICULUM WITH BEHAVIORAL OBJECTIVES FOR INSERVICE COURSES WILL BE DEVELOPED. STAFF MEMBERS OF THE UNIVERSITY OF MARYLAND AND THE STATE OF MARYLAND DEPARTMENT OF EDUCATION WILL DEVELOP AN ELEMENTARY MATHEMATICS INSERVICE MODEL. A GROUP OF THESE STAFF MEMBERS WILL IDENTIFY AND DESCRIBE THE MATHEMATICAL TASKS TO BE INCLUDED IN A MATHEMATICS INSERVICE INSTRUCTIONAL PROGRAM. THE STAFF WILL THEN CONSTRUCT BEHAVIORAL HIERARCHIES FOR EACH MATHEMATICAL TASK DESCRIBED. THE SELECTION OR CONSTRUCTION OF INSTRUCTIONAL MATERIALS AS WELL AS THE ORDERING OF AN INSTRUCTIONAL PROGRAM WILL BE BASED ON THE BEHAVIORAL HEIRARCHIES CONSTRUCTED. A PERFORMANCE BASED ASSESSMENT INSTRUMENT WILL ALSO BE CONSTRUCTED AND USED FOR EVALUATION. THERE WILL BE PRE-POST ASSESSMENT OF THE ATTAINMENT OF THE DESIRED MATHEMATICAL BEHAVIORS BY TEACHERS. THIS ASSESSMENT AND THE INSERVICE INSTRUCTIONAL PROGRAMS WILL BE ANALYZED BY THE STAFF. (RS)

**EP 011 055 08**
**COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MINEOLA, NEW YORK.**
INVESTIGATOR, SPACK, ELIOT G.
MINEOLA PUBLIC SCHOOLS, N.Y.
BUREAU NUMBER BR-8-0160
PROPOSAL DATE 10 OCT 67
GRANT OEG-0-8-080160-2668-085
DESCRIPTORS *COORDINATORS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *INDIVIDUALIZED CURRICULUM, *SECONDARY GRADES, BEHAVIOR THEORY, INTEGRATED CURRICULUM, PROGRAM PLANNING, SCHOOL DISTRICTS,
START DATE 01-15-68 END DATE 01-14-70
THE ORGANIC CURRICULUM IS AN ATTEMPT TO MEET THE CHALLENGES OF MODERN EDUCATION IN A SYSTEMATIC AND COMPREHENSIVE WAY, INSTEAD OF DEALING WITH EACH EDUCATIONAL INNOVATION AS AN ISOLATED SEGMENT. SPECIFICALLY, IT PROPOSES TO CHANGE THE PRESENT SECONDARY EDUCATIONA PROGRAM IN THE DIRECTION OF A LEARNER-ORIENTED CURRICULUM BY THE INTEGRATION OF ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9 TO 12. FIFTEEN SCHOOL DISTRICTS WILL BE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF BOTH THE PHYSICAL CHANGE, AND THE CHANGE IN INDIVIDUALS' BEHAVIOR INCUMBENT IN THE PROGRAM. IMPLICIT WITHIN THE OPERATION OF THIS CURRICULUM CHANGE IS THE SELECTION OF A PROGRAM COORDINATOR WHO WILL ACT AS THE KEY INDIVIDUAL WORKING WITH THE SCHOOL DISTRICT, AND WHOSE DUTIES WILL INCLUDE--(1) SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE DISTRICT, (2) SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA, (3) INVOLVEMENT IN TRAINING PROGRAM WITHIN AND WITHOUT THE DISTRICT, (4) ANALYSIS OF THE CURRENT GRADE 9 THROUGH 12 CURRICULUM, (5) ESTABLISHMENT OF RELATIONSHIPS AND COMMUNICATION WITH THE COMMUNITY, (6) DEFINITION OF THE TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLANNING TESTING OF THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. (RS)

**EP 011 056 08**
**COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF HOUSTON, TEXAS.**
INVESTIGATOR, FLETCHER, GLENN
HOUSTON INDEPENDENT SCHOOL DIST., TEX.
BUREAU NUMBER BR-8-0162
PROPOSAL DATE 01 SEP 67
GRANT OEG-0-8-080162-2667-085
DESCRIPTORS *COORDINATORS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *INDIVIDUALIZED CURRICULUM, *SECONDARY GRADES, BEHAVIOR THEORY, INTEGRATED CURRICULUM, PROGRAM PLANNING, SCHOOL DISTRICTS,
START DATE 01-15-68 END DATE 01-14-71
THE ORGANIC CURRICULUM IS AN ATTEMPT TO MEET THE CHALLENGES OF MODERN EDUCATION IN A SYSTEMATIC AND COMPREHENSIVE WAY, INSTEAD OF DEALING WITH EACH EDUCATIONL INNOVATION AS AN ISOLATED SEGMENT. SPECIFICALLY, IT PROPOSES TO CHANGE THE PRESENT SECONDARY EDUCATIONAL PROGRAM IN THE DIRECTION OF A LEARNER-ORIENTED CURRICULUM BY THE INTEGRATION OF ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9 TO 12. FIFTEEN SCHOOL DISTRICTS WILL BE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF BOTH THE PHYSICAL CHANGE, AND THE CHANGE IN INDIVIDUALS' BEHAVIOR INCUMBENT IN THE PROGRAM. IMPLICIT WITHIN THE OPERATION OF THIS CURRICULUM CHANGE IS THE SELECTION OF A PROGRAM COORDINATOR WHO WILL ACT AS THE KEY INDIVIDUAL WORKING WITH THE SCHOOL DISTRICT, AND WHOSE DUTIES WILL INCLUDE--(1) SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE DISTRICT, (2) SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA, (3) INVOLVEMENT IN TRAINING PROGRAMS WITHIN AND WITHOUT THE DISTRICT, (4) ANALYSIS OF THE CURRENT GRADE 9 THROUGH 12 CURRICULUM, (5) ESTABLISHMENT OF RELATIONSHIPS AND COMMUNICATION WITH THE COMMUNITY, (6) DEFINITION OF THE TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLANNING TESTING OF THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. (RS)

**EP 011 057 08**
**COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF FORT LAUDERDALE, FLORIDA.**
INVESTIGATOR, SMITH, WARREN G.
BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION
BUREAU NUMBER BR-8-0165
PROPOSAL DATE 06 SEP 67
GRANT OEG-0-8-080165-2672-085
DESCRIPTORS *COORDINATORS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *INDIVIDUALIZED CURRICULUM, *SECONDARY GRADES, BEHAVIOR THEORY, INTEGRATED CURRICULUM, PROGRAM PLANNING, SCHOOL DISTRICTS,
START DATE 01-15-68 END DATE 01-14-70
THE ORGANIC CURRICULUM IS AN ATTEMPT TO MEET THE CHALLENGES OF MODERN EDUCATION IN A SYSTEMATIC AND COMPREHENSIVE WAY, INSTEAD OF DEALING WITH EACH EDUCATIONAL INNOVATION AS AN ISOLATED SEGMENT. SPECIFICALLY, IT PROPOSES TO CHANGE THE PRESENT SECONDAY EDUCATIONAL PROGRAM IN THE DIRECTION OF A LEARNER-ORIENTED CURRICULUM BY THE INTEGRATION OF ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9 TO 12. FIFTEEN SCHOOL DISTRICTS WILL BE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF BOTH THE PHYSICAL CHANGE, AND THE CHANGE IN INDIVIDUALS' BEHAVIOR INCUMBENT IN THE PROGRAM. IMPLICIT WITHIN THE OPERATION OF THIS CURRICULUM CHANGE IS THE SELECTION OF A PROGRAM COORDINATOR WHO WILL ACT AS THE KEY INDIVIDUAL WORKING WITH THE SCHOOL DISTRICT, AND WHOSE DUTIES WILL INCLUDE--(1) SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE DISTRICT, (2) SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA, (3) INVOLVEMENT IN TRAINING PROGRAMS WITHIN AND WITHOUT THE DISTRICT, (4) ANALYSIS OF THE CURRENT GRADE 9 THROUGH 12 CURRICULUM, (5) ESTABLISHMENT OF RELATIONSHIPS AND COMMUNICATION WITHTHECOMMUNITY, (6) DEFINITION OF TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLANNING TESTING OF THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. (RS)

**EP 011 058 08**
**COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BALTIMORE, MARYLAND.**
INVESTIGATOR, BLUM, SIDNEY
BALTIMORE CITY PUBLIC SCHOOLS, MD.
BUREAU NUMBER BR-8-0246
PROPOSAL DATE 24 0CT 67
GRANT OEG-0-8-080246-2678-085
DESCRIPTORS *COORDINATORS, *CURRICULUM DEVELOPMENT, *EDUCATIONAL INNOVATION, *INDIVIDUALIZED CURRICULUM, *SECONDARY GRADES, BEHVIOR THEORY, INTEGRATED CURRICULUM, PROGRAM PLANNING, SCHOOL DISTRICTS,
START DATE 01-15-68 END DATE 01-14-69
THE ORGANIC CURRICULUM IS AN ATTEMPT TO MEET THE CHALLENGES OF MODERN EDUCATION IN A SYSTEMATIC AND COMPREHENSIVE WAY, INSTEAD OF DEALING WITH EACH EDUCATIONAL INNOVATION AS AN ISOLATED SEGMENT. SPECIFICALLY, IT PROPOSES TO CHANGE THE PRESENT SECONDARY EDUCATIONAL PROGRAM IN THE DIRECTION OF A LEARNER-ORIENTED CURRICULUM BY THE INTEGRATION OF ACADEMIC TRAINING, OCCUPATIONAL TRAINING, AND PERSONAL DEVELOPMENT IN GRADES 9 TO 12. FIFTEEN SCHOOL DISTRICTS WILL BE INVOLVED IN THE PLANNING, DEVELOPMENT, AND IMPLEMENTATION OF BOTH THE PHYSICAL CHANGE, AND THE CHANGE IN INDIVIDUALS' BEHAVIOR INCUMBENT IN THE PROGRAM. IMPLICIT WITHIN THE OPERATION OF THIS CURRICULUM CHANGE IS THE SELECTION OF A PROGRAM COORDINATOR WHO WILL ACT AS THE KEY INDIVIDUAL WORKING WITH THE SCHOOL DISTRICT, AND WHOSE DUTIES WILL INCLUDE--(1) SPECIFICATION AND EVALUATION OF BEHAVIORAL OBJECTIVES FOR THE DISTRICT, (2) SELECTION AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS AND MEDIA, (3) INVOLVEMENT IN TRAINING PROGRAMS WITHIN AND WITHOUT THE DISTRICT, (4) ANALYSIS OF THE CURRENT GRADE 9 THROUGH 12 CUR-

RICULUM, (5) ESTABLISHMENT OF RELATIONSHIPS AND COMMUNICATION WITH THE COMMUNITY, (6) DEFINITION OF THE TASKS AND ROLES OF COMMUNITY ELEMENTS, AND (7) PLANNING TESTING OF THE PROGRAM IN SELECTED SCHOOLS WITHIN THE DISTRICT. (RS)

**EP 011 059 24**

**FEASIBILITY PROJECT INVOLVING THE EXPERIMENTAL APPLICATION IN PILOT INSTITUTIONS ON THE PROPOSED NEW STANDARDS FOR ACCREDITING TEACHER EDUCATION.**

INVESTIGATOR, MASSANARI, KARI
AMERICAN ASSN. OF COLL. FOR TEACHER EDUC.,WASH,D.C
BUREAU NUMBER BR-8-0248
PROPOSAL DATE 23 OCT 67
CONTRACT OEC-3-8-080248-0030
DESCRIPTORS *ACCREDITATION, *FEASIBILITY STUDIES, *PILOT PROJECTS, *STANDARDS, *TEACHER EDUCATION, AACTE, COOPERATIVE PROGRAMS, EDUCATIONAL IMPROVEMENT, NCATE,
START DATE 03-15-68 END DATE 06-30-69
TENTATIVE NEW TEACHER EDUCATION ACCREDITING STANDARDS OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION (AACTE) AND EVALUATIVE CRITERIA WILL BE EXPERIMENTALLY STUDIED AND REVISED IN SELECTED PILOT INSTITUTIONS. IMPORTANCE OF INNOVATION, RESEARCH, COMMITMENT, EVALUATION OF GRADUATES, CLINICAL AND INTERNSHIP EXPERIENCE, AND EDUCATIONAL TECHNOLOGY IN TEACHER EDUCATION PROGRAMS ARE AREAS GREATLY STRESSED IN THESE STANDARDS. PROCEDURES WILL INCLUDE--(1) PREPARATION OF A COMPREHENSIVE REPORT BY THE INSTITUTION, AND ON-THE-CAMPUS VISIT AND THE PREPARATION OF A REPORT BY THE ACCREDITING AGENCY THE NATIONAL COUNCIL FOR ACCREDITAION OF TEACHER EDUCATION (NCATE), (2) CASE STUDY AND RECOMMENDATION ON ACCREDITABILITY BY A SPECIAL COMMITTEE, AND (3) ACTION ON ACCREDITABILITY BY THE NCATE. FINDINGS WILL INCLUDE--(1) IDENTIFICATION OF PROBLEMS ENCOUNTERED BY PILOT INSTITUTIONS AND THE ACCREDITING AGENCY IN UTILIZING THE NEW ACCREDITING STANDARDS AND (2) PROPOSED SOLUTIONS TO SUCH PROBLEMS WITH RECOMMENDATIONS FOR REVISING THE TENTATIVE STANDARDS. (RS)

**EP 011 060 24**

**PROPOSAL FOR DEVELOPING PROGRAM PLANNING-BUDGETING-EVALUATION SYSTEM.**

INVESTIGATOR, WHIGHAM, E. L.
DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.
BUREAU NUMBER BR-8-0289
PROPOSAL DATE 05 OCT 67
GRANT OEG-0-8-080289-2958
DESCRIPTORS *EDUCATIONAL ADMINISTRATION, *EDUCATIONAL FINANCE, *PROGRAM BUDGETING, *PROGRAM PLANNING, *SYSTEMS DEVELOPMENT, EDUCATIONAL RESOURCES, FINANCIAL POLICY, PROGRAM EVALUATION, RESOURCE ALLOCATIONS,
START DATE 04-01-68 END DATE 01-31-71
THE DADE COUNTY, FLORIDA, PUBLIC SCHOOL SYSTEM AND THE RESEARCH CORPORATION OF THE ASSOCIATION OF SCHOOL BUSINESS OFFICIALS OF THE UNITED STATES AND CANADA IN A 3-YEAR JOINT EFFORT PROPOSE TO DEVELOP THE DESIGN FOR AN INTEGRATED SYSTEM OF PROGRAM PLANNING-BUDGETING-EVALUATION FOR LOCAL SCHOOL SYSTEMS. THE PROJECT IS, IN GENERAL NATURE, AN EXTENSION AND APPLICATION AT THE LOCAL SCHOOL SYSTEM LEVEL OF PROGRAM BUDGETING CONCEPTS NOW EMPLOYED OR BEING DEVELOPED BY THE FEDERAL GOVERNMENT. THE PROPOSED PROJECT WILL NOT BE ONLY A NEW SET OF BUDGETING PROCEDURES BUT A SYSTEM THAT WILL ENCOMPASS AND INTEGRATE A SYSTEM OF PLANNING, ANALYSIS, EVALUATING, ACCOUNTING, BUDGETING, AND FINANCIAL REPORTING TO DETERMINE THE QUALITY AND COST OF THE PRODUCTS OF EDUCATION AS A MEANS TOWARD IMPROVED MANAGEMENT OF EDUCATIONAL AND FISCAL RESOURCES. EACH AGENCY WILL HAVE DISTINCT RESPONSIBILITIES BUT BUT THE COOPERATION WILL BE COMBINED IN THREE MAJOR OUTCOMES--(1) DEVELOPMENT AND DISSEMINATION OF A CONCEPTUAL MODEL OF PROGRAM PLANNING-BUDGETING-EVALUATION FOR USE AT THE SYSTEMWIDE LEVEL OF LOCAL SCHOOL ADMINISTRATION, (2) DEMONSTRATION OF AN OPERATIONAL PROGRAM SYSTEM IN THE DADE COUNTY SCHOOLS, AND (3) STIMULATION OF OTHER LOCAL SCHOOL SYSTEMS ACROSS THE NATION TO INVESTIGATE AND POSSIBLY USE THE PROGRAM SYSTEM. (PM)

**EP 011 061 24**

**PROPOSAL FOR DEVELOPING PROGRAM PLANNING-BUDGETING-EVALUATION SYSTEM.**

INVESTIGATOR, FOSTER, CHARLES
ASSOCIATION OF SCHOOL BUSINESS OFFICIALS, CHICAGO, ILL.
BUREAU NUMBER BR-8-0290
PROPOSAL DATE 05 OCT 67
GRANT OEG-0-8-080290-3315
DESCRIPTORS *PROGRAM ADMINISTRATION, *PROGRAM BUDGETING, *PROGRAM EVALUATION, *PROGRAM PLANNING, *SYSTEMS DEVELOPMENT, EDUCATIONAL PLANNING, EDUCATIONAL QUALITY, EDUCATIONAL RESOURCES, EDUCATIONAL SPECIFICATIONS, MODELS,
START DATE 03-01-68 END DATE 12-31-70
TO DETERMINE THE QUALITY AND COST OF THE PRODUCTS OF EDUCATION FOR IMPROVED MANAGEMENT OF EDUCATIONAL AND FISCAL RESOURCES, A DESIGN FOR AN INTEGRATED SYSTEM OF PROGRAM PLANNING-BUDGETING-EVALUATION FOR SCHOOL SYSTEMS WILL BE DEVELOPED. ACTIVITIES DURING THE FIRST YEAR OF THE 3-YEAR STUDY WILL INCLUDE--(1) REVIEW AND ANALYSIS OF RELATED LITERATURE AND RELATED PROGRAM SYSTEM OPERATIONS, (2) DEVELOPMENT OF A CONCEPTUAL MODEL OF THE SYSTEM, (3) DEVELOPMENT OF A RATIONALE AND CRITERIA FOR PROGRAM SELECTION AND STRUCTURE OF PROGRAMS AND SUB-PROGRAMS, (4) IDENTIFICATION AND SPECIFICATION OF BASIC OPERATIONAL COMPONENTS, AND (5) SELECTION OF PROGRAMS FOR OPERATIONAL USE DURING THE 2D YEAR OF THE PROJECT. EXPECTED OUTCOMES WILL BE--(1) DEVELOPMENT AND DISSEMINATION OF A MODEL FOR USE AT THE SYSTEMWIDE LEVEL OF SCHOOL ADMINISTRATION, (2) DEMONSTRATION OF AN OPERATIONAL PROGRAM SYSTEM IN THE SCHOOLS, AND (3) STIMULATION OF OTHER SCHOOL SYSTEMS TO STUDY AND USE THE PROGRAM SYSTEM ACROSS THE NATION. (RS)

**EP 011 062 08**

**THE EVALUATION OF THREE U.S. AIR FORCE INSTRUCTIONAL SYSTEMS WITHIN CIVILIAN EDUCATION.**

INVESTIGATOR, NISOS, MICHAEL J.
AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C.
BUREAU NUMBER BR-8-0301
PROPOSAL DATE 18 DEC 67
GRANT OEG-3-8-080301-0035
DESCRIPTORS *CURRICULUM RESEARCH, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL IMPROVEMENT, *PROGRAM EVALUATION, *SYSTEMS ANALYSIS, AVIATION TECHNOLOGY, EDUCATIONAL QUALITY, PROGRAM DEVELOPMENT, SCHOOL SYSTEMS, U.S. AIR FORCE INSTRUCTIONAL SYSTEM, UTAH,
START DATE 04-01-68 END DATE 09-30-70
THREE INSTRUCTIONAL SYSTEMS OF THE U.S. AIR FORCE WILL BE STUDIED TO DETERMINE THE FEASIBILITY OF APPLICATION TO THE QUANTITATIVE AND QUALITATIVE REQUIREMENTS OF CIVILIAN EDUCATION. THE INSTRUCTIONAL SYSTEM SEGMENTS ARE IN THE AREAS OF MEDICAL SERVICE SPECIALIST, AIRCRAFT MECHANICS, AND ELECTRONIC PRINICIPLES. SIX PHASES OF STUDY WILL BE CONDUCTED AND WILL INCLUDE EMPIRICAL STUDY OF THREE ALTERNATIVE SYSTEMS FOR EACH INSTRUCTIONAL AREA--(1) CURRENT CIVILIAN-EDUCATION, INSTRUCTIONAL SYSTEM, (2) UNMODIFIED AIR FORCE SYSTEM, AND (3) MODIFIED AIR FORCE INSTRUCTIONAL SYSTEM. INCLUDED ALSO WILL BE PREARATION OF THE SYSTEMS FOR CONDUCT OF THE STUDY AND ANALYSES OF RESULTS. ANALYSES WILL BE STATISTICAL TREATMENT OF DATA COLLECTED AND EXAMINATION OF COSTS ASSOCIATED WITH EACH SYSTEM IN RELATION TO THE BENEFITS PRODUCED. (RS)

**EP 011 063 52**

**AN INVESTIGATION, ANALYSIS, AND EVALUATION OF ACTIVITIES CONNECTED WITH THE OPERATION OF EDUCATIONAL INFORMATION SERVICES CENTERS.**

INVESTIGATOR, ULLMANN, H. C.
SYSTEM DEVELOPMENT CORP., FALLS CHURCH, VA.
BUREAU NUMBER BR-8-0346
PROPOSAL DATE 17 JAN 68
CONTRACT OEC-0-8-080346-2800
DESCRIPTORS *EDUCATION SERVICE CENTERS, *GUIDELINES, *INFORMATION SOURCES, *PERSONNEL, *RESOURCE MATERIALS, EDUCATIONAL RESOURCES, JOB TRAINING, OPERATIONS RESEARCH,
START DATE 02-12-68 END DATE 02-11-69
GUIDELINES WILL BE PROVIDED FOR USE IN DEVELOPING MEANINGFUL AND EFFECTIVE TOOLS FOR THE TRAINING AND EDUCATION OF PERSONNEL ENGAGED IN THE OPERATION OF EDUCATIONAL INFORMATION SERVICES CENTERS (EISC). ACTIVITIES WILL INCLUDE--(1) COLLECTION AND REVISION OF RELATED MATERIALS TO DEVELOP CRITERIA FOR IDENTIFICATION OF EISC, (2) CONDUCTING A SURVEY FOR COMPILATION OF A DIRECTORY, (3) PREPARATION OF A SERIES OF DESCRIPTIVE STATEMENTS ON MORE INNOVATIVE AND SUCCESSFUL CENTERS, (4) DEVELOPMENT OF A REFERENCE AND A TEACHING MANUAL FOR GUIDANCE AND EDUCATION OF PERSONNEL, AND FOR USE IN A SERIES OF SUMMER INSTITUTES, (5) OBSERVATION OF CONDUCT OF SELECTED INSTITUTES AND EVALUATION OF THEIR EFFECTIVENESS, AND (6) ANALYSIS OF MATERIALS FOR SUITABILITY AS TEACHING AIDS. FIND-

INGS ARE EXPECTED TO PROVIDE EDUCATORS OF ALL LEVELS WITH IMPROVED QUALITY AND DEPTH OF INFORMATION RELATED TO AVAILABLE EDUCATIONAL RESOURCES. (RS)

**EP 011 064 24**

**A STUDY OF THE HISTORICAL BACKGROUND, CURRENT AND FUTURE PLANS OF THE DEVELOPING STATE COLLEGES AND UNIVERSITIES.**

INVESTIGATOR, HARCLEROAD, FRED F. *OSTAR, ALLAN

AMERICAN ASSN. OF COLL. AND UNIV., WASH., D.C.

BUREAU NUMBER BR-8-0422

PROPOSAL DATE 23 JAN 68

GRANT OEG-3-8-080422-0034

DESCRIPTORS *COLLEGE ADMINISTRATION, *INSTITUTIONS, *PROFILE EVALUATION, *PROGRAM DESCRIPTIONS, *STATE SCHOOLS, CURRICULUM DEVELOPMENT, EDUCATIONAL BACKGROUND, EDUCATIONAL DEVELOPMENT, EDUCATIONAL FACILITIES, HISTORICAL REVIEWS, STATISTICAL STUDIES, TEACHER EDUCATION,

START DATE 04-01-68 END DATE 01-31-69

CHANGES WHICH HAVE OCCURRED IN THE PAST AND ARE PROJECTED FOR THE FUTURE IN THE DEVELOPING STATE COLLEGES AND UNIVERSITIES WILL BE STUDIED. INCLUDED WITH THE PRELIMINARY DATA COLLECTED FROM OVER 200 INSTITUTIONS WILL BE (1) SITE VISITS TO SEVERAL REPRESENTATIVE INSTITUTIONS IN SELECTED LOCATIONS, (2) STUDY AND ANALYSES OF THEIR HISTORICAL DEVELOPMENT, CURRENT PROGRAMS, AND FUTURE PLANS, (3) COMPARISON OF THE TRENDS IN THE LARGER, DEVELOPED ONES WITH THE FINDINGS FROM THE OVERALL SURVEY, (4) REVIEW OF THE DATA COLLECTED FROM QUESTIONNAIRES SENT TO MEMBER INSTITUTIONS OF THE AASCU, AND (5) PREPARATION OF A REPORT TO INCLUDE INSTITUTIONAL GROWTH AND CHANGING PATTERNS OF ADMINISTRATIVE ORGANIZATION, PATTERNS OF FINANCIAL SUPPORT AND STATE COORDINATION AND CONTROL, CURRICULAR DEVELOPMENTS, INSTRUCTIONAL PRACTICES, AND CHANGE IN TEACHER EDUCATION RELATED TO FINDINGS IN OTHER AREAS. (RS)

**EP 011 065 24**

**ANALYSIS OF COMPENSATORY EDUCATION WITHIN' SCHOOLS FROM FIVE MAJOR SCHOOL DISTRICTS.**

INVESTIGATOR, MOSBACK, E. J.

GENERAL ELECTRIC CO., SANTA BARBARA, CALIF.

BUREAU NUMBER BR-8-0462

PROPOSAL DATE 68

CONTRACT OEC-0-8-080462-3513

DESCRIPTORS *ACHIEVEMENT GAINS, *CLASS AVERAGE, *COMPENSATORY EDUCATION, *PERFORMANCE FACTORS, *PROGRAM EVALUATION, EDUCATIONAL TRENDS, SCHOOL DISTRICTS, TITLE 1,

START DATE 04-01-68 END DATE 08-09-68

COMPENSATORY EDUCATION (CE) IN FIVE SCHOOL DISTRICTS WILL BE ANALYZED TO DETERMINE ACHIEVEMENT TRENDS, PUPIL PERFORMANCE CHARACTERISTICS, AND FEATURES OF SUCCESSFUL CE PROGRAMS. PRELIMINARY DATA HAVE BEEN COLLECTED BUT WILL BE VERIFIED IN MORE SPECIFIC AREAS. ANALYSIS WILL PRIMARILY BE CONDUCTED IN TWO TASK EFFORTS TO INCLUDE--(1) DEVELOPMENT OF TRENDS IN ACHIEVEMENT AND IDENTIFICATION OF CE PROGRAMS BY SCHOOL/GRADE, AND (2) ANALYSIS USING CE PROGRAM DATA BY GRADE. THE SCHOOL DISTRICTS WILL BE DES MOINES, NEW ORLEANS, PRINCE GEORGE'S COUNTY, SAN DIEGO, AND SEATTLE. A MAJOR OBJECTIVE WILL INCLUDE SITE VISITS TO VERIFY THE MANY ESTIMATES CONCERNING ALLOCATION OF TITLE 1 RESOURCES TO SPECIFIC GRADES WITHIN SPECIFIC SCHOOLS. FINDINGS WILL INCLUDE INFORMATION AND DISCUSSION BEYOND STATISTICAL ANALYSIS OF CHANGES IN ACHIEVEMENT SCORES. (RS)

**EP 011 066 24**

**A SURVEY OF EFFECTIVE VOCATIONAL EDUCATION PROGRAMS.**

INVESTIGATOR, MCCOLLUM, JOHN W.

SOCIAL, EDUCATIONAL RESEARCH AND DEVELOPMENT INC.

BUREAU NUMBER BR-8-9015

PROPOSAL DATE 20 FEB 68

CONTRACT OEC-0-8-089015-3344

DESCRIPTORS *DISADVANTAGED GROUPS, *EDUCATIONAL NEEDS, *PROGRAM EVALUATION, *PROGRAM IMPROVEMENT, *VOCATIONAL EDUCATION, COURSE OBJECTIVES, PROGRAM EFFECTIVENESS, VOCATIONAL SCHOOLS, VOCATIONAL TRAINING CENTERS,

START DATE 03-11-68 END DATE 09-01-68

DATA ON THE EDUCATIONAL IMPACT OF VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED WILL BE SYSTEMATICALLY COLLECTED AND ANALYZED IN AN ATTEMPT TO DEVELOP CRITERIA FOR DEFINING, ORDERING, PRESENTING, AND STRUCTURING A VOCATIONAL EDUCATION PROGRAM TO ACHIEVE MAXIMUM EFFECTIVENESS. ABOUT 100 EXISTING VOCATIONAL EDUCATION PROGRAMS WILL BE SELECTED FOR PRELIMINARY STUDY AND EVALUATION. THE STUDY WILL ATTEMPT TO FOCUS ON TWO GROUPS OF PROGRAMS -- FIRST, THE "TRULY EFFECTIVE" PROGRAMS AND SECONDLY, THE "BETTER THAN AVERAGE" PROGRAMS. THE INVESTIGATIORS ESTIMATE THAT THERE WILL BE BETWEEN 7 TO 10 OF THE TRULY EFFECTIVE PROGRAMS AND THAT THE TOTAL NUMBER OF PROGRAMS AND SCHOOLS SELECTED AS BETTER THAN AVERAGE WILL BE BETWEEN 25 AND 40. THE BASIC ANALYTICAL APPROACH WILL BE TO COMPARE THE TRULY EFFECTIVE PROGRAMS AGAINST EACH OTHER, AGAINST EDUCATIONAL PROGRAMS IN GENERAL, AND AGAINST THE SECOND GROUP OF VOCATIONAL EDUCATION PROGRAMS FOR THE DISADVANTAGED DETERMINED TO BE BETTER THAN AVERAGE. THOSE PROGRAMS WHICH SURVIVE THE APPLICATION OF RIGID CRITERIA WILL REPRESENT, AS MUCH AS POSSIBLE, ALL PROGRAM AREAS, THE DIFFERENT REGIONS OF THE COUNTRY, AND THE VARIOUS GROUPS OF DISADVANTAGED. (GD)

**EP 011 067 24**

**TO DEVELOP THE EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY TEACHERS.**

INVESTIGATOR, HOUGH, JOHN

SYRACUSE UNIV., N.Y.

BUREAU NUMBER BR-8-9018

PROPOSAL DATE 29 DEC 67

CONTRACT OEC-0-8-089018-3313

DESCRIPTORS *COMPREHENSIVE PROGRAMS, *EDUCATIONAL IMPROVEMENT, *ELEMENTARY SCHOOL TEACHERS, *INSERVICE TEACHER EDUCATION, *UNDERGRADUATE STUDY, PROGRAM DEVELOPMENT, SENSITIVITY TRAINING,

START DATE 03-01-68 END DATE 10-31-68

EDUCATIONAL SPECIFICATIONS FOR AN INDEPENDENT PROGRESS, UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY SCHOOL TEACHERS WILL BE DEVELOPED. THE MODEL PROGRAM WILL INCLUDE--(1) SYNTHESIS OF RESEARCH AND DEVELOPMENT ACTIVITIES IN TRAINING IN TEACHER EDUCATION AND OTHER FIELDS, (2) AN INTEGRATED NETWORK OF TRAINING MODULES, (3) SYSTEM FOR TRAINEES TO PROCEED THROUGH THE TRAINING NETWORK AT HIS PACE BASED ON CRITERION MEASURES, (4) DESIGN TO PRODUCE TEACHERS WITH THE NECESSARY KNOWLEDGE AND SKILLS SO THEY THEY CAN APPROPRIATELY RESPOND TO THE PRESENT EDUCATIONAL AND SOCIAL REFORMS, AND (5) RESEARCH ORIENTED FEEDBACK TO ALLOW FOR TRAINEE MONITORING, PROGRAM MODIFICATION, AND DEVELOPMENT OF PRINCILES OF TEACHER TRAINING. (RS)

**EP 011 068 24**

**THE GEORGIA PLAN FOR DEVELOPING A MODEL SYSTEM OF TEACHER EDUCATION.**

INVESTIGATOR, JOHNSON, CHARLES E.

GEORGIA UNIV., ATHENS

BUREAU NUMBER BR-8-9024

PROPOSAL DATE 28 DEC 67

CONTRACT OEC-0-8-089024-3311

DESCRIPTORS *BEHAVIOR CHANGE, *ELEMENTARY SCHOOL TEACHERS, *SYSTEMS DEVELOPMENT, *TEACHER EDUCATION, *TEACHING MODELS, BEHAVIOR STANDARDS, GEORGIA, INSERVICE TEACHER EDUCATION, STUDENT BEHAVIOR TEACHER IMPROVEMENT, SYSTEMS APPROACH,

START DATE 03-01-68 END DATE 10-31-68

A MODEL OF A COMPREHENSIVE UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY SCHOOL TEACHERS WILL BE CONSTRUCTED. THE SYSTEM FOR DEVELOPING SPECIFICATIONS FOR THE MODEL WILL EMPLOY A MODIFIED SYSTEM ANALYSIS APPROACH USING A PERSONNEL EVALUATION REVIEW TECHNIQUE (PERT) CHART, FLOW CHARTS FOR SUB-SYSTEMS, A TIME LINE, AND ADMINISTRATIVE ORGANIZATION CHARTS. THE WHOLE NETWORK WILL BE GEARED TO THE IDENTIFICATION OF A RATIONALE FOR DETERMINING SPECIFIC PUPIL BEHAVIORS WHICH TEACHERS ARE TO CREATE IN PUPILS. SPECIFIC BEHAVIORS WHICH TEACHERS MUST HAVE IN ORDER TO CREATE THESE CHANGES IN PUPILS WILL BE DETERMINED CONCURRENTLY. THESE DESIRABLE TEACHER BEHAVIORS WILL, IN TURN, PROVIDE SPECIFICATIONS FOR THE CREATION OF DESIRED CHANGES OF UNDERGRADUATE AND INSERVICE TEACHER EDUCATION STUDENTS. (GD)

**EP 011 069 24**

**DEVELOPING EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE TEACHER EDUCATION PROGRAM.**

INVESTIGATOR, DICKSON, GEORGE E.

TOLEDO UNIV., OHIO

BUREAU NUMBER BR-8-9026

PROPOSAL DATE 01 JAN 68

CONTRACT OEC-0-8-089026-3310

DESCRIPTORS *ELEMENTARY SCHOOL TEACHERS, *SYSTEMS DEVELOPMENT, *TEACHER EDUCATION, *TEACHING MODELS, BEHAVIOR CHANGE, INSERVICE

TEACHER EDUCATION, STUDENT BEHAVIOR, SYSTEMS APPROACH, TEACHER IMPROVEMENT,

START DATE 03-01-68 END DATE 10-31-68

A SYSTEMS APPROACH WILL BE USED BY A CONSORTIUM OF 12 TEACHER PREPARATION SCHOOLS TO FURNISH A SET OF DETAILED EDUCATIONAL SPECIFICATIONS FOR THE VARIOUS COMPONENTS OF MODEL ELEMENTARY TEACHER EDUCATION PROGRAMS. THE PROJECT WILL DEVELOP MODEL PROGRAMS CONTAINING SPECIFICATIONS WHICH WILL ENABLE TEACHERS TO BE PREPARED FOR ELEMENTARY SCHOOLS IN GENERAL, AS WELL AS SELECTED SUBJECTS OF THE EDUCATIONAL POPULATION. THE TWO BASIC TARGET POPULATIONS FOR WHICH SPECIFICATIONS WILL BE DEVELOPED WILL BE THE UNDERGRADUATE TEACHER AND THE INSERVICE TEACHER GROUPS. THE FINAL MODEL WILL BE DEFINED IN OPERATIONAL BEHAVIORAL TERMS, AND CONSTRUCTED IN SUCH A MANNER AS TO BE EASILY ADAPTED AND IMPLEMENTED BY OTHER INSTITUTIONS ENGAGED IN PREPARING TEACHERS. (GD)

**EP 011 070 24**

**HOUSING VALUE PROJECTION MODEL RELATED TO EDUCATIONAL PLANNING--THE FEASIBILITY OF A NEW METHODOLOGY.**

INVESTIGATOR, MARKER, GORDON A.
REGIONAL ECONOMIC DEVELOPMENT INST., PITTSBURGH
BUREAU NUMBER BR-8-B-006
PROPOSAL DATE 17 MAY 67
CONTRACT OEC-0-8-080006-3470

DESCRIPTORS *EDUCATIONAL PLANNING, *FEASIBILITY STUDIES, *HOUSING PATTERNS, *MODELS, *RESEARCH METHODOLOGY, MARKOV-CHAIN ANALYSIS, POPULATION TRENDS, SOCIAL SCIENCES, URBAN EDUCATION,

START DATE 03-25-68 END DATE 07-30-68

STUDIED WILL BE THE FEASIBILITY OF EMPLOYING MARKOV-CHAIN ANALYSIS FOR THE INVESTIGATION OF HOUSING TRENDS AND RELATING THE TRENDS TO EDUCATIONAL PLANNING. SOCIAL SCIENCE APPLICATIONS OF THE MARKOVIAN APPROACH WILL BE ANALYZED WITH REFERENCE TO SPECIAL PROBLEMS OF APPLYING THE TECHNIQUE TO CHANGES IN PROPERTY VALUES. THE RELEVANT DATA FROM THE CITIES OF PITTSBURGH AND PHILADELPHIA WILL BE ASSESSED. THE POSSIBILITY OF INCORPORATING HOUSING VALUES AS A PART OF AN ONGOING EDUCATIONAL DATA BANK WILL BE EVALUATED. A GENERAL STRATEGY FOR OPERATIONAL USE OF MARKOVIAN ANALYSIS OF HOUSING TRENDS AS PART OF EDUCATIONAL PLANNING WILL BE DEVELOPED. THIS STUDY WILL PROVIDE A DEMONSTRATION OF THE APPLICABILITY OF A SOPHISTICATED TECHNIQUE TO A PROBLEM OF EVALUATIONAL PLANNING. THE ROLE OF HOUSING IN COMPREHENSIVE EDUCATIONAL PLANNING IS EXPECTED TO BECOME MANIFEST. FINALLY, THE REPORT WILL PROVIDE A DOCUMENT THAT EXPANDS THE PLANNING HORIZONS OF LOCAL EDUCATORS AND INCREASES THE AVAILABLE TECHNIQUES. (RS)

**EP 011 071 24**

**VALIDATION OF A TEST TO MEASURE THE NEED OF ACHIEVEMENT AMONG AMERICAN INDIAN HIGH SCHOOL STUDENTS.**

INVESTIGATOR, MICHENER, BRYAN P.
COLORADO UNIV., BOULDER
BUREAU NUMBER BR-8-H-007
PROPOSAL DATE 29 JUN 68
GRANT OEG-8-8-080007-2004

DESCRIPTORS *ACHIEVEMENT NEED, *HIGH SCHOOL STUDENTS, *STUDENT ATTITUDES, *TEST VALIDITY, AMERICAN INDIANS, RURAL YOUTH, STUDENT MOTIVATION,

START DATE 04-15-68 END DATE 10-15-69

THE VALIDITY AND APPLICATIONS OF A NEW TEST FOR ACHIEVEMENT NEEDS DESIGNED SPECIFICALLY FOR USE AMONG AMERICAN INDIAN HIGH SCHOOL STUDENTS WILL BE INVESTIGATED. A SCORING MANUAL WILL BE DEVELOPED FOR AN EXISTING CROSS-CULTURE TEST OF NEED-ACHIEVEMENT MOTIVATION WHICH HAS ALREADY BEEN ADMINISTERED TO 665 MALE HIGH SCHOOL SENIORS. ONCE THE SCORING MANUAL HAS BEEN WRITTEN AND THE PRELIMINARY VALIDATION COMPLETED, SOME SPECIFIC HYPOTHESES DEALING WITH THE NATURE, ORIGINS, AND DISTRIBUTION OF NEED-ACHIEVEMENT MOTIVATION WILL BE TESTED. SHOULD THE NEED-ACHIEVEMENT MEASURE PROVE BOTH INTERNALLY AND EXTERNALLY VALID AND A RELIABLE INDICATOR OF THOSE STUDENTS WHO ARE MOTIVATIONALLY MOST LIKELY TO BENEFIT FROM FURTHER EDUCATION, THEN THERE WOULD BE SOME IMMEDIATE EDUCATIONAL APPLICATIONS OF THE ACHIEVEMENT MEASURE. SOME OF THE USES WOULD IN THE AREA OF (1) EDUCATIONAL ASSESSMENT AND GUIDANCE PROGRAMS WITHIN THE SCHOOL, (2) VOCATIONAL GUIDANCE PROGRAMS, (3) PLACEMENT PROGRAMS, (4) AND ASSESSMENT AIDS IN THE SCREENING OF APPLICANTS FOR EMPLOYMENT, BUSINESS LOANS, AND SCOLARSHIPS. (GD)

**EP 011 072 24**

**INSTITUTE ON EVALUATION FOR SCIENCE PROGRAMS.**

INVESTIGATOR, SMITH, HERBERT A.
NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.
BUREAU NUMBER BR-8-8045
PROPOSAL DATE 13 JAN 68
GRANT OEG-3-8-088045-0028

DESCRIPTORS *EDUCATIONAL OBJECTIVES, *EVALUATION TECHNIQUES, *INSTITUTES (TRAINING PROGRAMS), *SCIENCE COURSE IMPROVEMENT PROJECT, *SCIENCE SUPERVISION, CURRICULUM EVALUATION, SCIENCE INSTITUTES, SCIENCES,

START DATE 02-26-68 END DATE 05-30-68

A 4-DAY INSTITUTE WILL BE PLANNED TO PREPARE A SELECTED GROUP OF LEADERS IN SCIENCE EDUCATION TO MAKE AN ADEQUATE EVALUATION OF INSTRUCTIONAL PROGRAMS IN SCIENCE. IN THE PAST, IT HAS BEEN CUSTOMARY TO EVALUATE ONLY THE OUTCOMES OF INSTRUCTION, RATHER THAN EVALUATING THE ENTIRE INSTRUCTIONAL PROGRAM. THE INSTITUTE WILL ATTEMPT TO DEVELOP OR ADAPT A MODEL FOR EVALUATING INSTRUCTIONAL PROGRAMS IN SCIENCE THAT WILL CONSIDER THE EFFECTIVENESS OF THE ENTIRE SCIENCE EDUCATIONAL PROGRAM. PARTICIPANTS WILL BE TAUGHT TO RECOGNIZE WELL WRITTEN AND POORLY WRITTEN OBJECTIVES, TO IDENTIFY IMPORTANT ASPECTS OF EDUCATIONAL PROGRAMS, TO DESCRIBE ALTERNATIVE MODES OF MEETING INSTRUCTIONAL OBJECTIVES, TO PROVIDE EVALUATIVE TECHNIQUES FOR CURRICULUM IMPROVEMENT, AND TO PREPARE A PLAN FOR THE MOST EFFECTIVE REPORTING OF PROJECTS. IT IS HOPED THAT THE INSTITUTE WILL PROVIDE AN EFFECTIVE WORKING GROUP OF INDIVIDUALS WHO WILL BE CAPABLE OF MAKING A CRITICAL EVALUATION OF SCIENCE EDUCATION PROGRAMS IN LOCAL SCHOOL DISTRICTS AND PROVIDE THE BASIS FOR FURTHER DISSEMINATION OF EVALUATION TECHNIQUES THROUGH WORKSHOPS AND INSERVICE EDUCATION PROGRAMS AT THE LOCAL LEVEL. (PM)

# subject index

This index lists the titles of projects under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the re'sume' section.

**CURRICULUM DEVELOPMENT**

A SMALL PROJECT RESEARCH PROPOSAL IN SECONDARY SCHOOL SCIENCE.
BR-7-G-045 EP 011 005

**Accession Number**

# investigator index

This index lists projects under the name of the investigators responsible for them. The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the résumé section.

**WALTON, GEORGE**

SMALL PROJECT RESEARCH PROPOSAL
IN SECONDARY SCHOOL SCIENCE.,A
BR-7-G-045 EP 011 005

**Accession Number**

# institution index

This index lists the titles of projects under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the résumé section.

**WESTERN NEW MEXICO UNIV.,**
**SILVER CITY**

SMALL PROJECT RESEARCH PROPOSAL
IN SECONDARY SCHOOL SCIENCE.,A
BR 7-G-045 EP 011 005

**Accession Number**

**AEROSPACE EDUCATION FOUNDATION, WASHINGTON, D.C.**
EVALUATION OF THREE U.S. AIR FORCE INSTRUCTIONAL SYSTEMS WITHIN CIVILIAN EDUCATION.,THE
BR-8-0301 EP 011 062

**AMERICAN ANTHROPOLOGICAL ASSN., WASH., D.C.**
RESEARCH CENTER IN ANTHROPOLOGY AND EDUCATION.
BR-7-1125 EP 011 045

**AMERICAN ASSN. OF COLL. AND UNIV., WASH., D.C.**
STUDY OF THE HISTORICAL BACKGROUND, CURRENT AND FUTURE PLANS OF THE DEVELOPING STATE COLLEGES AND UNIVERSITIES.,A
BR-8-0422 EP 011 064

**AMERICAN ASSN. OF COLL. FOR TEACHER EDUC.,WASH,D.C**
FEASIBILITY PROJECT INVOLVING THE EXPERIMENTAL APPLICATION IN PILOT INSTITUTIONS ON THE PROPOSED NEW STANDARDS FOR ACCREDITING TEACHER EDUCATION.
BR-8-0248 EP 011 059

**BALTIMORE CITY PUBLIC SCHOOLS, MD.**
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF BALTIMORE, MARYLAND.
BR-8-0246 EP 011 058

**BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION**
FORT LAUDERDALE, FLA.
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF FORT LAUDERDALE, FLORIDA.
BR-8-0165 EP 011 057

**CALIFORNIA UNIV., BERKELEY**
LEADERSHIP ROLE, FUNCTIONS, PROCEDURES AND ADMINISTRATION OF VOCATIONAL-TECHNICAL EDUCATION AGENCIES AT THE STATE LEVEL.
BR-8-0066 EP 011 052

**COLORADO UNIV., BOULDER**
VALIDATION OF A TEST TO MEASURE THE NEED OF ACHIEVEMENT AMONG AMERICAN INDIAN HIGH SCHOOL STUDENTS.
BR-8-H-007 EP 011 071

**DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.**
PROPOSAL FOR DEVELOPING PROGRAM PLANNING-BUDGETING-EVALUATION SYSTEM.
BR-8-0289 EP 011 060

**GENERAL ELECTRIC CO., SANTA BARBARA, CALIF.**
ANALYSIS OF COMPENSATORY EDUCATION WITHIN' SCHOOLS FROM FIVE MAJOR SCHOOL DISTRICTS.
BR-8-0462 EP 011 065

**GEORGIA UNIV., ATHENS**
GEORGIA PLAN FOR DEVELOPING A MODEL SYSTEM OF TEACHER EDUCATION.,THE
BR-8-9024 EP 011 068

**HOUSTON INDEPENDENT SCHOOL DIST., TEX.**
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF HOUSTON, TEXAS.
BR-8-0162 EP 011 056

**HOWARD UNIV., WASHINGTON, D.C.**
DEVELOPMENT OF MATERIALS FOR A ONE-YEAR COURSE IN AFRICAN MUSIC FOR THE GENERAL UNDERGRADUATE STUDENT.
BR-6-1779 EP 011 044

**MARYLAND UNIV., COLLEGE PARK**
DEVELOPMENT OF BEHAVIORAL HIERACHIES FOR USE IN AN ELEMENTARY MATHEMATICS INSERVICE PROGRAM.
BR-8-0141 EP 011 054

**MICHIGAN UNIV., ANN ARBOR**
INVESTIGATION TO IDENTIFY, DESCRIBE, AND EVALUATE AN OPTIMAL PROGRAM OF STUDENT PERSONNEL SERVICES FOR STUDENTS FROM DISADVANTAGED BACKGROUNDS.,AN
BR-8-0051 EP 011 051

**MINEOLA PUBLIC SCHOOLS, N.Y.**
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN THE PUBLIC SCHOOLS OF MINEOLA, NEW YORK.
BR-8-0160 EP 011 055

**MONROE CITY SCHOOL DISTRICT, MICH.**
COORDINATION OF ORGANIC CURRICULUM DEVELOPMENT IN PUBLIC SCHOOLS OF MONROE, MICH.
BR-8-0137 EP 011 053

**NATIONAL SCIENCE TEACHERS ASSN., WASHINGTON, D.C.**
INSTITUTE ON EVALUATION FOR SCIENCE PROGRAMS.
BR-8-8045 EP 011 072

**OHIO STATE UNIV., COLUMBUS**
PLANNING STUDY TO DETERMINE THE FEASIBILITY OF A RESEARCH PROJECT CONCERNING EMPLOYMENT OPPORTUNITIES AND TRAINING NEEDS IN FARMING AND OFF-FARM AGRICULTURAL BUSINESS AND INDUSTRY.,A
BR-7-8459 EP 011 046

**OKLAHOMA CITY UNIV., OKLA.**
RESISTANCE TO EXTINCTION IN MENTALLY RETARDED CHILDREN UNDER CONDITIONS OF STIMULUS VARIATION.
BR-7-G-073 EP 011 049

**OKLAHOMA UNIV., NORMAN**
FEASIBILITY STUDY FOR INCORPORATING A YEAR ABROAD IN THE LIBRARY SCIENCE CURRICULUM.
BR-7-G-070 EP 011 048

**PUERTO RICO STATE DEPT. OF EDUC., HATO REY**
ESTABLISHMENT OF A VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT COORDINATING UNIT.
BR-8-0007 EP 011 050

**REGIONAL ECONOMIC DEVELOPMENT INST., PITTSBURGH**
HOUSING VALUE PROJECTION MODEL RELATED TO EDUCATIONAL PLANNING--THE FEASIBILITY OF A NEW METHODOLOGY.
BR-8-B-006 EP 011 070

**SOCIAL, EDUCATIONAL RESEARCH AND DEVELOPMENT INC.**
SILVER SPRING, MD.
SURVEY OF EFFECTIVE VOCATIONAL EDUCATION PROGRAMS.,A
BR-8-9015 EP 011 066

**SYRACUSE UNIV., N.Y.**
DEVELOP THE EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE UNDERGRADUATE AND INSERVICE TEACHER EDUCATION PROGRAM FOR ELEMENTARY TEACHERS.,TO
BR-8-9018 EP 011 067

**SYSTEM DEVELOPMENT CORP., FALLS CHURCH, VA.**
INVESTIGATION, ANALYSIS, AND EVALUATION OF ACTIVITIES CONNECTED WITH THE OPERATION OF EDUCATIONAL INFORMATION SERVICES CENTERS.,AN
BR-8-0346 EP 011 063

**TOLEDO UNIV., OHIO**
DEVELOPING EDUCATIONAL SPECIFICATIONS FOR A COMPREHENSIVE TEACHER EDUCATION PROGRAM.
BR-8-9026 EP 011 069

**WAYNE STATE UNIV., DETROIT, MICH.**
STUDY OF READING MISCUES THAT RESULT IN GRAMMATICAL CHANGES IN SENTENCE STRUCTURE BY CHILDREN.,A
BR-7-E-219 EP 011 047

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AC — Adult Education
AL — Linguistics
CG — Counseling and Personnel Services
EA — Educational Administration
EC — Exceptional Children
EF — Educational Facilities
EM — Educational Media and Technology
FL — Foreign Languages, Teaching of
JC — Junior Colleges
LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
RE — Reading
SE — Science Education
SP — Teacher Education
TE — Teaching of English
UD — Urban Disadvantaged
VT — Vocational and Technical Education

| Clearinghouse Accession Number | ERIC Document Number |
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